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In Re:

Fairfax County School Board

00:00:00

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Audio Transcription of

00:00:04

Fairfax County School Board Meeting

00:00:09

December 7, 2020

00:00:13

Transcribed By: Maureen Cunningham Brzycki

MAGNA LEGAL SERVICES

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1	DR. ANDERSON: Ms. Mulburg? Can	00:00:22	1	DR. ANDERSON: Ms. Corbett	00:01:38
2	anybody hear me?	00:00:45	2	Sanders?	00:01:42
3	FEMALE SPEAKER: Yes. We can	00:00:47	3	Ms. McLaughlin, would you	00:01:45
4	hear you.	00:00:47	4	mind turning off your microphone,	00:01:46
5	DR. ANDERSON: (Inaudible).		5	please?	00:01:50
6	FEMALE SPEAKER: (Inaudible) on	00:00:51	6	MS. MCLAUGHLIN: My apologies.	00:01:51
7	their way.	00:00:52	7	DR. ANDERSON: Ms. Pekarsky?	00:01:52
8	DR. ANDERSON: While you get	00:00:53	8	MS. PEKARSKY: Good afternoon.	00:01:55
9	Studio ready, I'll just do role call,	00:00:54	9	DR. ANDERSON: Ms. Omeish?	00:01:57
10	just to be sure that we have everybody	00:00:56	10	MS. OMEISH: Hello. Here.	00:01:59
11	and mics are operational.	00:00:57	11	DR. ANDERSON: Mr. Frisch?	00:02:01
12	Ms. McLaughlin?	00:01:00	12	MR. FRISCH: Present.	00:02:04
13	MS. MCLAUGHLIN: Here.	00:01:05	13	DR. ANDERSON: Ms. Derenak Kaufax	00:02:06
14	DR. ANDERSON: Ms. Meren?	00:01:06	14	and Ms. Corbett Sanders are not with us	00:02:12
15	MS. MEREN: Here.	00:01:10	15	just yet.	00:02:16
16	DR. ANDERSON: Ms. Sizemore	00:01:10	16	MS. COHEN: Dr. Anderson, I	00:02:18
17	Heizer.	00:01:13	17	didn't hear you call Cohen. I'm sorry	00:02:19
18	MS. SIZEMORE HEIZER: I'm here.	00:01:15	18	if I missed it.	00:02:21
19	DR. ANDERSON: Ms. Tholen?	00:01:17	19	DR. ANDERSON: No, you did not.	00:02:23
20	MS. THOLEN: I'm here. Thank	00:01:19	20	I skipped your name. I apologize,	00:02:25
21	you.	00:01:21	21	Ms. Cohen. Are you present? Are you	00:02:26
22	DR. ANDERSON: Ms. Derenak	00:01:21	22	with us?	00:02:28
23	Kaufax? Ms. Keys-Gamarra?	00:01:33	23	MS. COHEN: Well, those are two	00:02:30
24	MS. KEYS-GAMARRA: I'm here.	00:01:38	24	different things. But yes, ma'am. I	00:02:31
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1	am here.	00:02:34	1	County School Board convene a closed	00:03:23
2	DR. ANDERSON: Okay.	00:02:35	2	meeting on December 7, 2020, to the	00:03:25
3	So long as we have your	00:02:36	3	best of each member's knowledge, only	00:03:28
4	body. Your spirit maybe later on.	00:02:37	4	public business matters lawfully exempt	00:03:30
5	Okay. I think we're waiting	00:02:40	5	from open meeting requirements	00:03:32
6	for two more that we do not have at	00:02:41	6	(inaudible). And only such public	00:03:38
7	this time, but we're going to rock and	00:02:43	7	business matters as were identified in	00:03:39
8	roll and move ahead if Studio is with	00:02:46	8	the motion convening the closed meeting	00:03:42
9	us. Can you confirm, Ms. Mulburg?	00:02:48	9	were heard, discussed, or considered by	00:03:44
10	MS. MULBURG: Studio is with us.	00:02:52	10	the board during the closed meeting.	00:03:46
11	DR. ANDERSON: Okay.	00:02:53	11	That is being moved by Ms. Omeish and	00:03:49
12	Studio is with us. We do	00:02:54	12	seconded by -- seconded by Mr. Frisch.	00:03:51
13	have to certify close and act upon an	00:02:57	13	All in favor? We have Ms.	00:03:56
14	action that took place in close.	00:03:01	14	Omeish, Mr. Frisch, Ms. McLaughlin, Ms.	00:03:59
15	Ms. Mulburg, can you	00:03:03	15	Cohen, Ms. Sizemore Heizer, Ms. Meren,	00:04:02
16	identify first on this, certification	00:03:05	16	Ms. Tholen, Ms. Derenak Kaufax -- Ms.	00:04:05
17	of close or the action?	00:03:07	17	Derenak Kaufax, can you also test your	00:04:08
18	MS. MULBURG: Certification.	00:03:10	18	mic since I'm here with you?	00:04:10
19	DR. ANDERSON: So we will start	00:03:12	19	MS. DERENAK KAUFAX: Good	00:04:12
20	there. Thank you.	00:03:13	20	afternoon.	00:04:13
21	In order complied with?	00:03:14	21	DR. ANDERSON: Thank you.	00:04:14
22	Section 2.2-3712D of the code of	00:03:16	22	Ms. Keys-Gamarra, and Ms.	00:04:15
23	Virginia, it is necessary for the board	00:03:19	23	Pekarsky and myself. And that would be	00:04:16
24	to certify that since the Fairfax	00:03:21	24	11. With Ms. Corbett Sanders away from	00:04:19

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1	the table. I see she's just joined.	00:04:22	1	MS. OMEISH: Yeah.	00:05:12
2	Ms. Corbett Sanders, would you test	00:04:26	2	DR. ANDERSON: Thank you.	00:05:13
3	your mic, please?	00:04:27	3	All in favor of the motion,	00:05:14
4	MS. CORBETT SANDERS: I'm here.	00:04:29	4	which is I move that the chairman of	00:05:17
5	DR. ANDERSON: And do we want --	00:04:30	5	the school board be authorized to	00:05:18
6	would you like to be added to the vote	00:04:32	6	execute on behalf of the board chief	00:05:19
7	certifying closed?	00:04:34	7	operating officer, as this was in the	00:05:22
8	MALE SPEAKER: You can add me to	00:04:36	8	closed meeting.	00:05:24
9	your vote, positive.	00:04:37	9	Please raise your hands at	00:05:25
10	DR. ANDERSON: Okay.	00:04:39	10	this time. We have Mr. Frisch, we have	00:05:26
11	So -- that would be 12. Now	00:04:39	11	myself, we have Ms. Omeish, we have Ms.	00:05:29
12	we will move to certify action that was	00:04:42	12	Meren, we have Ms. Tholen, Ms. Sizemore	00:05:32
13	taken in -- in a closed meeting on	00:04:44	13	Heizer, Ms. Cohen, and that is seven.	00:05:34
14	Friday, December 4th.	00:04:47	14	All against? All opposing	00:05:48
15	I will look for Mr. O --	00:04:49	15	the motion? Seeing none. All	00:05:49
16	Mr. Frisch for the motion.	00:04:51	16	abstaining? We have Ms. Keys-Gamarra,	00:05:51
17	MR. SMITH: Thank you, Madame	00:04:54	17	Ms. McLaughlin, Ms. Derenak Kaufax, and	00:05:57
18	Chair. I move that the chairman of the	00:04:55	18	Ms. Corbett Sanders.	00:05:59
19	school board be authorized to execute	00:04:57	19	I did not record a vote for	00:06:01
20	on behalf of the board the contract for	00:05:00	20	Ms. Pekarsky.	00:06:03
21	the chief operating officer as	00:05:02	21	MS. PEKARSKY: I'm sorry. I was	00:06:05
22	discussed in closed meeting.	00:05:03	22	kicked out. You can put me -- sorry.	00:06:08
23	DR. ANDERSON: And this motion is	00:05:06	23	I'm the first -- first vote. Thank	00:06:09
24	seconded by Ms. Omeish?	00:05:07	24	you.	00:06:12
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1	DR. ANDERSON: Thank you.	00:06:13	1	All right, folks. So just a	00:07:06
2	So we have eight in favor of	00:06:14	2	reminder, keeping our eye on time here,	00:07:09
3	the motion and four against the motion.	00:06:16	3	given we were scheduled to start at	00:07:11
4	It will carry.	00:06:19	4	one, I would encourage everyone to plan	00:07:13
5	FEMALE SPEAKER: Four abstaining.	00:06:22	5	for that additional hour, so we will	00:07:15
6	DR. ANDERSON: Oh, I'm sorry.	00:06:23	6	likely be concluding, I hope at five.	00:07:17
7	I'm so sorry. We have eight in favor	00:06:26	7	It looks like closer to 5:15 given	00:07:20
8	of the motion and four abstaining.	00:06:30	8	where we are. We're going to be	00:07:22
9	Zero against. I apologize. I will	00:06:33	9	presented with two plans today, as we	00:07:25
10	make sure I say it once more for the	00:06:35	10	shared in our email, which action is	00:07:26
11	viewing public. We have eight in favor	00:06:38	11	scheduled for on the 17th in our	00:07:29
12	of the motion and four abstentions.	00:06:40	12	regular public meeting, so the	00:07:31
13	Thank you so much everyone. I'm just	00:06:44	13	objective today is really discussing	00:07:33
14	so accustomed to that one two. I made	00:06:46	14	our thinking around the pros and cons	00:07:37
15	an error there.	00:06:48	15	of the various plans, and sharing any	00:07:39
16	At this time it is 2:06.	00:06:49	16	refinements we might have for the	00:07:42
17	We're going to turn over the meeting to	00:06:51	17	overall process as well as commenting	00:07:44
18	our managers, Mr. Frisch and Ms. Omeish	00:06:53	18	on the engagement plan that will be	00:07:47
19	of the work session.	00:06:57	19	presented as a part of the today's	00:07:49
20	So Mr. Frisch and Ms.	00:06:59	20	presentation, which was a follow-up to	00:07:50
21	Omeish, please take it away. I know	00:07:00	21	one of the next steps that board	00:07:52
22	you have some things to set up for us.	00:07:01	22	members presented before.	00:07:54
23	MS. OMEISH: Thank you,	00:07:04	23	Today as we also shared in	00:07:56
24	Dr. Anderson.	00:07:05	24	our email to everybody, we're going to	00:07:57

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1	be starting off by doing one minute	00:08:00	1	and what are you hoping to get out of	00:08:37
2	opening comments by each member to	00:08:01	2	today's conversation.	00:08:39
3	essentially answer the two part	00:08:04	3	DR. ANDERSON: I'll be very quick	00:08:40
4	question of where are your preliminary	00:08:05	4	and then I would yield the rest of my	00:08:41
5	thoughts coming into this preliminary	00:08:07	5	time to my colleagues. I really want	00:08:43
6	work session based on our prior work on	00:08:08	6	us to further the conversation we've	00:08:45
7	this topic already, and what are you	00:08:11	7	been having, which is how to increase	00:08:47
8	hoping to get out of today's	00:08:13	8	diversity to TJ, as we -- that's a	00:08:49
9	conversation?	00:08:15	9	conversation we have been having.	00:08:53
10	So we'll go ahead and	00:08:15	10	What I'm hoping to get out	00:08:54
11	proceed just one minute, and then we'll	00:08:16	11	this meeting is just some information	00:08:55
12	move to staff and their presentation.	00:08:17	12	for consideration before what makes us	00:08:57
13	So with that, we'll start with Dr.	00:08:20	13	vote on the 17th.	00:08:59
14	Anderson.	00:08:23	14	That's it for me. Thank	00:09:00
15	DR. ANDERSON: Okay.	00:08:24	15	you, ma'am.	00:09:01
16	Thank you very much, Ms.	00:08:25	16	MS. OMEISH: Thank you. Ms.	00:09:03
17	Omeish. The two questions -- what am I	00:08:27	17	Cohen. Okay. We'll come back to you.	00:09:15
18	hoping to -- I'm so sorry. Can you	00:08:29	18	You're welcome to pass too --	00:09:16
19	please repeat those two questions, I	00:08:32	19	MS. COHEN: I'm so sorry.	00:09:17
20	might have --	00:08:33	20	MS. OMEISH: Go ahead. Go.	00:09:18
21	MS. OMEISH: No worries. No	00:08:33	21	MS. COHEN: I couldn't get my	00:09:19
22	worries.	00:08:34	22	video. I apologize.	00:09:21
23	What are your preliminary	00:08:34	23	No I, you know, am	00:09:24
24	thoughts coming into the work session	00:08:35	24	interested to hear more about giving	00:09:26
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1	more opportunities to more kids in our	00:09:29	1	questions on teacher recommendations,	00:10:38
2	system to take advantage of all the	00:09:31	2	and how they can be made part of this	00:10:42
3	amazing things that TJ offers. I also	00:09:33	3	process. I want to talk more about --	00:10:43
4	still am interested in hearing the case	00:09:37	4	exploring how mathematical aptitude	00:10:48
5	be made between the two options that	00:09:40	5	will be evaluated. And also, I do not	00:10:51
6	are being presented. And also why some	00:09:42	6	think, as you know, at an earlier	00:10:55
7	things were excluded that I know	00:09:46	7	meeting in November, I made statements	00:10:58
8	several board members, including	00:09:49	8	about all the things -- the pathways	00:11:01
9	myself, have advocated for. So I'll be	00:09:50	9	that we needed to develop for TJ	00:11:04
10	looking for that.	00:09:52	10	strengthening access of all this	00:11:07
11	MS. OMEISH: Great.	00:09:55	11	advanced education, and I believe	00:11:09
12	Ms. Corbett Sanders?	00:09:56	12	they're symptoms. I believe we	00:11:11
13	MS. CORBETT SANDERS: Can you	00:10:02	13	absolutely need an analysis of our math	00:11:13
14	come back to me?	00:10:03	14	and science curriculum offered in	00:11:15
15	MS. OMEISH: Sure.	00:10:05	15	elementary and middle school and how	00:11:17
16	Ms. Derenak Kaufax?	00:10:20	16	this plays out in TJ. So those are my	00:11:19
17	All right. Ms. (Inaudible)	00:10:21	17	comments for right now.	00:11:24
18	Kaufax.	00:10:23	18	MS. OMEISH: Thank you.	00:11:27
19	MS. DERENAK KAUFAX: Sorry. The	00:10:23	19	Mr. Frisch?	00:11:28
20	video is very slow today for some	00:10:24	20	MR. SMITH: Ditto, Ms. Derenak	00:11:36
21	reason.	00:10:28	21	Kaufax. The video is moving really	00:11:37
22	So, very quickly, yes, I am	00:10:28	22	slow today.	00:11:39
23	anxious to see more opportunities for	00:10:33	23	Like my colleagues, I am	00:11:41
24	more students. I will be asking	00:10:37	24	interested in hearing more about and	00:11:42

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1	asking questions about the new options	00:11:45	1	forward to having this discussion	00:12:44
2	being presented to the board, which	00:11:48	2	because for some time, I've been trying	00:12:46
3	we've had, you know, I had some	00:11:50	3	to figure out where the common ground	00:12:48
4	discussions with staff about. And	00:11:52	4	is for all of us. I did circulate some	00:12:50
5	also, you know, the thinking that went	00:11:55	5	language earlier. I want my board	00:12:53
6	into one criteria verses another. And	00:11:59	6	members to know that I'm working on	00:12:55
7	because we've not done this before,	00:12:02	7	some revisions. Some of that language	00:12:58
8	there's very limited ability to kind of	00:12:05	8	actually came are from the Louden	00:13:00
9	predict what the outcome will be, so I	00:12:07	9	County decision and that perhaps may	00:13:02
10	have some questions about thinking	00:12:08	10	not be the best way to go. And so some	00:13:05
11	through that as well, in comparison to	00:12:11	11	of that will be edited out, but I'm	00:13:07
12	the current proposal and previous	00:12:14	12	hoping we can coalize around some	00:13:09
13	proposals to which we had some modeling	00:12:16	13	common goals to send our community a	00:13:13
14	around, so I look forward to the	00:12:18	14	clear message where this board is	00:13:16
15	conversation. Thank you.	00:12:19	15	looking for guidance, or how we are	00:13:18
16	MS. OMEISH: Ms. Keys-Gamarra?	00:12:22	16	providing guidance to our	00:13:20
17	MS. KEYS-GAMARRA: It'd be nice	00:12:29	17	superintendent. I also think it's	00:13:22
18	to have a heads up that we were doing	00:12:29	18	extremely important that we leave the	00:13:24
19	it this way, but okay. I'll roll with	00:12:31	19	door open for our oncoming new	00:13:26
20	it, Mrs. Omeish.	00:12:34	20	equity -- chief of equity hiree that	00:13:30
21	MS. OMEISH: It was in the email.	00:12:37	21	will be coming on in January. It is my	00:13:33
22	But go ahead.	00:12:38	22	presumption that she has expertise, and	00:13:38
23	MS. KEYS-GAMARRA: We get lots of	00:12:40	23	we need that guidance. Thank you.	00:13:42
24	e-mails. So I will say I'm looking	00:12:42	24	MS. OMEISH: Thank you.	00:13:43
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1	Ms. McLaughlin?	00:13:45	1	community for success when we look at	00:14:51
2	MS. MCLAUGHLIN: Just getting my	00:13:51	2	TJ being one of the nation's and world	00:14:55
3	video up. So I'm absolutely looking	00:13:52	3	recognized (inaudible). Thank you.	00:14:57
4	forward to (inaudible) all of you about	00:13:57	4	MS. OMEISH: Thank you.	00:15:03
5	how we refine the proposals from the	00:14:02	5	Ms. Meren.	00:15:04
6	superintendent. I believe	00:14:04	6	MS. MEREN: Thank you.	00:15:06
7	wholeheartedly that we've got to	00:14:06	7	As far as my preliminary	00:15:07
8	increase access to opportunity for	00:14:09	8	thoughts coming into today is to focus	00:15:08
9	students, have better representation.	00:14:11	9	on what our action seeks to do. And	00:15:12
10	I believe our nations most selective	00:14:14	10	what it seeks to do is be more	00:15:14
11	universities in the country have shown	00:14:16	11	reflective of our community, that TJ be	00:15:15
12	how you can have high achieving	00:14:18	12	more reflective of our community. You	00:15:17
13	universities with a highly diverse	00:14:20	13	know, when TJ students say that there's	00:15:19
14	population and for too long, TJ hasn't	00:14:22	14	a problem, and families see this too,	00:15:20
15	reflected that. However, they do have	00:14:26	15	that there's a lack of diversity and it	00:15:22
16	concerns about the academic metrics	00:14:27	16	detracts from a student's ability to	00:15:24
17	that the superintendent has proposed.	00:14:30	17	achieve their full potential. So I	00:15:26
18	And I also do strongly believe that our	00:14:33	18	disagree with those who say TJ will	00:15:28
19	teachers are going to be a very	00:14:34	19	suffer and falter. Students are	00:15:30
20	important voice for hearing from them	00:14:37	20	already suffering, and to do nothing	00:15:31
21	what they obdure from students.	00:14:39	21	makes us complicit in that suffering.	00:15:34
22	So I, again, hope that we'll	00:14:42	22	So I admire the personal journey that	00:15:37
23	have a robust data driven conversation,	00:14:45	23	many parents have shared with the board	00:15:39
24	and that we set up our students and our	00:14:47	24	about individual or family sacrifice to	00:15:40

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1	achieve their success here, and those	00:15:43	1	for all learners in every one of our	00:16:34
2	are truths. I think at this time for	00:15:45	2	schools, and I just have many questions	00:16:36
3	our population here, it is right that	00:15:47	3	about how we're going to get there. So	00:16:40
4	FCPS refresh the process of how we	00:15:50	4	I'm looking forward to hearing not only	00:16:42
5	identify exceptional students, and that	00:15:52	5	our opinions, and but the	00:16:45
6	includes removing barriers in the	00:15:54	6	superintendent's opinions regarding the	00:16:47
7	admissions process in part.	00:15:56	7	differences between the approaches and	00:16:50
8	And for today, I'm hoping to	00:15:57	8	ensuring that we maintain a very high	00:16:52
9	understand where each of my colleagues	00:15:59	9	standard -- academic standard at TJ,	00:16:57
10	is in this decision making, so that we	00:16:00	10	which is, I believe, all of ours goal	00:16:59
11	can have a clear plan for our decision	00:16:03	11	for all of your students, so thank you.	00:17:04
12	(inaudible).		12	MS. OMEISH: Ms. Sizemore Heizer?	00:17:09
13	Thank you. That was my	00:16:07	13	MS. SIZEMORE HEIZER: Thank you.	00:17:13
14	timer.	00:16:10	14	Sorry. The video again was	00:17:15
15	MS. OMEISH: Perfect -- perfect	00:16:10	15	very slow. So I'll go ahead and start	00:17:16
16	timing.	00:16:12	16	talking while it pops up. I too am,	00:17:19
17	Ms. Pekarsky.	00:16:12	17	you know, concerned about making sure	00:17:21
18	MS. PEKARSKY: Thank you.	00:16:16	18	that all of our students that have the	00:17:23
19	I'm looking forward to the	00:16:17	19	aptitude and passion for TJ have the	00:17:25
20	conversation just with my colleagues	00:16:19	20	ability to access the enrichment and	00:17:28
21	about, you know, ensuring access to	00:16:23	21	STEM education that TJ provides. I	00:17:33
22	opportunity and creating a diverse	00:16:26	22	think it's important to make sure that	00:17:35
23	learning environment, which we know is	00:16:30	23	we set up all our students for success,	00:17:38
24	good for all learners and has benefits	00:16:32	24	both from the minute they come into our	00:17:40
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1	schools and until the time they may or	00:17:42	1	MS. OMEISH: Thank you.	00:18:31
2	may not apply to TJ, they should be set	00:17:45	2	Ms. Tholen?	00:18:33
3	up for success. So I'm particularly	00:17:47	3	MS. THOLEN: Yes. Good	00:18:38
4	interested in the accountability	00:17:49	4	afternoon. Happy to be here today to	00:18:39
5	measures, and how we're going to	00:17:51	5	dive into this discussion. I have to	00:18:42
6	measure, not just the, you know,	00:17:53	6	admit I'm coming in struggling a little	00:18:44
7	metrics in the white paper, but also	00:17:55	7	bit. I'm looking at all the	00:18:46
8	really success of our students that we	00:17:57	8	information and data around how a	00:18:47
9	admit, and I also am really curious to	00:18:00	9	lottery could possibly give us what	00:18:50
10	know about the differences between the	00:18:03	10	we're looking for as far as diversity	00:18:52
11	two. I think what I'd like to hear	00:18:05	11	and allow us to ensure we can build a	00:18:55
12	about is the voice of the teachers in	00:18:06	12	class of exceptional students that have	00:18:57
13	the process. As one of my colleagues	00:18:08	13	the potential to success at TJ, but I'm	00:19:00
14	mentioned when we talk about local	00:18:10	14	here to listen. I want to today to	00:19:02
15	norms, sometimes teachers recognize	00:18:11	15	look at the best pieces of the input to	00:19:05
16	things that others don't. So I'm	00:18:13	16	this process for each Fairfax student,	00:19:08
17	really interested in hearing thoughts	00:18:14	17	and I also want to advocate for teacher	00:19:10
18	about that. I'd like to see what other	00:18:16	18	voice. I want to point out that	00:19:13
19	school systems have been going and what	00:18:18	19	students who most probably need letters	00:19:14
20	their outcomes have been and	00:18:21	20	of recommendation from teachers are the	00:19:17
21	(inaudible) have good STEM assessment	00:18:24	21	ones who do not have the strong	00:19:20
22	because this school is for STEM and	00:18:25	22	parental advocacy, and those	00:19:22
23	want to make sure we keep in mind what	00:18:28	23	(inaudible) teacher can be their	00:19:26
24	the school's purpose is.	00:18:30	24	primary advocate. So I'd really like	00:19:27

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1	to talk about that. Also interested in	00:19:28	1	So I'd like to talk a little	00:20:32
2	how we will be measuring aptitude in	00:19:31	2	bit today on building on the access to	00:20:33
3	mathematics, and of course want to be	00:19:33	3	opportunity and pathways that we talked	00:20:35
4	part of the strategic conversation on	00:19:36	4	about a few weeks ago. And I want to	00:20:40
5	how (inaudible) for all of your	00:19:40	5	see how we can screen all students at	00:20:42
6	students. Thanks.	00:19:42	6	the end of their elementary school	00:20:44
7	MS. OMEISH: Thank you.	00:19:45	7	years to determine how we can best	00:20:46
8	Ms. Corbett Sanders, I'll	00:19:46	8	provide the scaffolding of support and	00:20:48
9	come back to you.	00:19:47	9	greater access to the opportunities for	00:20:51
10	MS. CORBETT SANDERS:		10	these students going into middle school	00:20:53
11	Thank you so much. So I	00:19:52	11	to become a support structure that will	00:20:57
12	think we all agree the change is	00:19:54	12	allow for more of them to give	00:20:59
13	necessary, and that we would like to	00:19:55	13	themselves attending TJ. Because part	00:21:02
14	see greater representation at TJ from	00:19:58	14	of it is if we can have them see	00:21:05
15	across the county and from across	00:20:01	15	themselves, then they will actually	00:21:08
16	different social economic groups. So	00:20:05	16	pursue it. So thank you.	00:21:10
17	what we're here today doing is we're	00:20:08	17	MS. OMEISH: Thank you.	00:21:11
18	talking about how we can create greater	00:20:11	18	I'll go ahead and take my	00:21:13
19	opportunities for access for	00:20:15	19	minutes, and then we'll get started.	00:21:14
20	exceptional students no matter what ZIP	00:20:17	20	So preliminary thoughts, to	00:21:16
21	code they live in, and I think we've	00:20:19	21	me the objective of making sure every	00:21:18
22	made some strides in getting there, but	00:20:23	22	kid can reach their potential and have	00:21:20
23	we still have a ways to go before this	00:20:25	23	access to this opportunity is	00:21:22
24	is fully blessed by this board.	00:20:29	24	unapologetic and uncompromising, at the	00:21:23
Page 24			Page 25		
1	same time, I want to be openminded	00:21:26	1	MR. SMITH: And actually, Ms.	00:22:16
2	coming into the conversation. I feel	00:21:27	2	Omeish, I'm going to turn it over to	00:22:17
3	strongly about localizing opportunity	00:21:29	3	Dr. Brabrand to start us off, and then	00:22:18
4	universalizing how we reach out to	00:21:32	4	we'll walk through the rest of the	00:22:21
5	students, but I do look forward to	00:21:34	5	presentation.	00:22:23
6	hearing what staff has to share.	00:21:36	6	DR. BRABRAND: Thank you, Ms.	00:22:27
7	I'm hoping to get out a way	00:21:37	7	Omeish. And I'll be sharing several	00:22:28
8	of rethinking merit, and really	00:21:40	8	things as will Mr. Smith and other	00:22:30
9	evaluating what we have here, and how	00:21:42	9	members of his team that he will	00:22:32
10	it offers that. And then finally	00:21:45	10	introduce when he begins to chat. I do	00:22:34
11	understanding what our next steps are	00:21:47	11	want to thank this board and all our	00:22:37
12	going to be to gauge our effectiveness	00:21:49	12	community for all of your engagement	00:22:39
13	in whatever plans we do have. And how	00:21:50	13	around this very important issue for	00:22:41
14	we can ensure we're successful in the	00:21:53	14	our community, and for our frankly, our	00:22:45
15	longterm, not just in today's	00:21:55	15	Commonwealth and Country about access	00:22:47
16	conversation.	00:21:57	16	and opportunity for our students. And	00:22:49
17	So with that, I'm done with	00:21:58	17	so here we'd like to go ahead and put	00:22:51
18	that piece of my remarks. I will	00:22:01	18	up our presentation for TJ admissions	00:22:53
19	direct my colleagues to make sure they	00:22:03	19	around expanding our talent search.	00:22:55
20	look at the office of research and	00:22:04	20	If we can go to the very	00:22:58
21	strategic improvement's report, which	00:22:06	21	first line, our agenda today, we're	00:23:00
22	has been attached to today's meeting,	00:22:07	22	going to go over background key	00:23:01
23	and will turn it now to Mr. Smith for	00:22:09	23	decisions, research, and data, our	00:23:04
24	the presentation.	00:22:11	24	final proposal, which has two options	00:23:05

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1	for you around TJ admissions; one being	00:23:08	1	hand. They're not mutually exclusive,	00:24:05
2	a hybrid merit lottery, and the other	00:23:11	2	and we do want to continue to enhance	00:24:07
3	being a holistic review. The	00:23:13	3	diversity at TJ. We know that a	00:24:11
4	presentation will then talk about	00:23:16	4	diverse student body can enhance the	00:24:14
5	stakeholder engagement, our outreach	00:23:18	5	overall educational experience for our	00:24:17
6	and communication plan and	00:23:20	6	students at TJ. We've talked with you	00:24:21
7	accountability metrics. And it will	00:23:21	7	before about our admissions process,	00:24:24
8	also share work that Ms. Omeish just	00:23:25	8	which is what we're focused on today,	00:24:26
9	referenced about the paper we created	00:23:26	9	our enhanced wrap around support for	00:24:28
10	from (inaudible) in the TJ admissions	00:23:30	10	our students that are already at TJ and	00:24:30
11	office. And we'll be glad to take	00:23:32	11	those that would be coming in, and the	00:24:32
12	questions at the end. But our purpose	00:23:34	12	work that this board has talked about,	00:24:35
13	today is to do all of this, share with	00:23:35	13	Ms. Derenak Kaufax shared a month or	00:24:38
14	you these two proposals and we look	00:23:38	14	two ago, a resolution that the board	00:24:40
15	forward to having you, after your	00:23:40	15	rallied around, which is about	00:24:42
16	feedback, select one of these two	00:23:42	16	enhancing our pipeline. And this board	00:24:44
17	proposals to go forward as we begin the	00:23:45	17	just a last week took action to support	00:24:47
18	admissions process for the upcoming TJ	00:23:47	18	working with local norms, which is part	00:24:50
19	freshman class.	00:23:51	19	of the steps the outside consultant	00:24:53
20	One of the things we want to	00:23:54	20	recommended in enhancing our pipeline.	00:24:55
21	talk about and have talked about for	00:23:56	21	So this board is taking action. I'm	00:24:58
22	some time is leading with equity at the	00:23:57	22	very pleased in partnering with you on	00:25:01
23	center of all that we do. We know that	00:23:59	23	the ideas to move forward on the ideas	00:25:03
24	equity and excellence can go hand and	00:24:02	24	our outside consultants have given us	00:25:06
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1	to continue to enhance equity in our	00:25:08	1	aptitude, commitment, intellectual	00:25:58
2	school division.	00:25:11	2	curiosity, passion and creativity in	00:26:00
3	I'm going to turn it over	00:25:14	3	STEM. The mission has pretty well	00:26:03
4	now, I think, Marty -- Jeremy is going	00:25:15	4	stayed in the same for our students,	00:26:05
5	to go first on the next slide to give	00:25:16	5	and it really does come down to	00:26:07
6	us the background, isn't that right,	00:25:18	6	inspiring joy, putting forward a	00:26:09
7	Jeremy Shugart, our director of	00:25:20	7	challenging learning environment at the	00:26:12
8	admissions at TJ?	00:25:21	8	school. And this even goes back as far	00:26:15
9	MR. SHUGHART: That's right.	00:25:23	9	as what we were originally able to	00:26:17
10	DR. BRABRAND: All right.	00:25:25	10	share and had some questions about in	00:26:19
11	Jeremy, take it away.	00:25:26	11	terms of the founding of TJ. And at	00:26:21
12	MR. SHUGHART: All right. Thank	00:25:28	12	the bottom of this particular page and	00:26:25
13	you, everyone.	00:25:29	13	slide, you can see some of those	00:26:27
14	Just a little bit of	00:25:30	14	founding statements. And part of the	00:26:30
15	background on -- for TJ, the school	00:25:33	15	original charter that was founded back	00:26:32
16	board as a policy and regulations that	00:25:36	16	in the mid 1980s, and so while I'm not	00:26:34
17	guide and dictate our admissions	00:25:39	17	going to read each of those to you, you	00:26:36
18	process as well as other elements to TJ	00:25:42	18	can see where we are today is still	00:26:39
19	as a regional governor school. And	00:25:45	19	very much in line with the original	00:26:41
20	over time that policy has changed, but	00:25:47	20	founding of the school, and how we're	00:26:43
21	one of the key factors that has really	00:25:49	21	moving forward, and the goal here is to	00:26:45
22	for the most part stayed steady is	00:25:52	22	continue to be able to live up to these	00:26:48
23	what's here quoted in terms of	00:25:54	23	expectations.	00:26:51
24	demonstrating exceptional achievement,	00:25:57	24	DR. BRABRAND: Thanks, Jeremy. I	00:26:52

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1	want to share with you just really	00:26:53	1	next slide, the key decisions are	00:27:44
2	quickly previous proposals that I had	00:26:54	2	around two approaches for the school	00:27:47
3	brought before the board. We can go to	00:26:56	3	board to consider, the hybrid merit	00:27:49
4	the next slide, please.	00:26:58	4	lottery with some revisions, and our	00:27:51
5	This was around the initial	00:27:01	5	staff will be going through some of	00:27:53
6	merit lottery that I shared, and then I	00:27:02	6	those revisions and a holistic review	00:27:55
7	shared with you at the last work	00:27:05	7	approach. And what we're looking for	00:28:00
8	session on TJ, the hybrid merit	00:27:09	8	is board discussion and feedback and	00:28:03
9	lottery, which kept the same	00:27:12	9	ultimately that would culminate in a	00:28:05
10	application requirements, kept the	00:27:13	10	vote to select a desired approach that	00:28:08
11	lottery, but the highest evaluated	00:27:16	11	we have scheduled later this month to	00:28:10
12	students would be offered a seat based	00:27:18	12	select the process for the TJ class of	00:28:13
13	on holistic review of their	00:27:21	13	2025. I do want to say that we did	00:28:17
14	application.	00:27:24	14	reach consensus, this board did, from	00:28:19
15	Both of these standards --	00:27:25	15	our recommendation to you earlier this	00:28:22
16	both of these proposals do have high	00:27:26	16	fall, that the new admissions process	00:28:25
17	standards, provided all eligible	00:27:28	17	would not have an application fee	00:28:28
18	students an opportunity to demonstrate	00:27:30	18	or/and would not have a test. Really	00:28:31
19	their own interest and qualifications	00:27:31	19	removing some barriers that have	00:28:34
20	through an individualized review of	00:27:34	20	existed for our students in the TJ	00:28:36
21	their academic accomplishments and	00:27:35	21	admissions process. We also got	00:28:39
22	factors. And these were two of the	00:27:37	22	consensus from the board earlier to	00:28:41
23	previous proposals. As we focus on the	00:27:39	23	increase the capacity of the TJ	00:28:43
24	work session today, if we go to the	00:27:42	24	incoming class. And we added 50 slots	00:28:46
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1	to the incoming class this coming year.	00:28:51	1	You can find some information on a	00:29:46
2	And there was consensus to bring the	00:28:54	2	section for research on page 8 along	00:29:49
3	holistic approach that did not have a	00:28:57	3	with an associated title -- I'm	00:29:53
4	lottery as an option, and so we have	00:29:00	4	sorry -- table three, along with on	00:29:55
5	the hybrid merit lottery with a few	00:29:03	5	page 37 and 38, there is a response to	00:29:58
6	revisions and the holistic review	00:29:05	6	some of the previous next steps we're	00:30:02
7	approach. We have both of those for	00:29:07	7	asked in previous board sessions and so	00:30:04
8	you today, and we'll be talking about	00:29:09	8	one of the things when we were	00:30:06
9	them in more detail in some upcoming	00:29:12	9	originally bringing this board was the	00:30:07
10	slides.	00:29:14	10	questions of some comparison schools	00:30:09
11	Jeremy, are you going to	00:29:15	11	and what are their application	00:30:12
12	talk a little about the research we've	00:29:15	12	processes like, and then in addition	00:30:14
13	done around our work since we last	00:29:17	13	looking at school specifically that had	00:30:17
14	talked to the board and before?	00:29:19	14	lottery approaches. And the success of	00:30:19
15	MR. SHUGHART: Sorry. My video	00:29:25	15	those lottery approaches.	00:30:22
16	is a little slow as well.	00:29:26	16	Throughout the entire	00:30:24
17	Yeah, so one of the things	00:29:27	17	research paper, you can see sitings and	00:30:25
18	we had done in terms of the process	00:29:29	18	notations about the literature review	00:30:29
19	that we went through to research this	00:29:31	19	we have conducted throughout that	00:30:32
20	was we did evaluate and we have	00:29:33	20	process. All of this was in reflection	00:30:35
21	consistently evaluated schools that are	00:29:35	21	to what our policies and procedures are	00:30:37
22	similar in nature to TJ. Those	00:29:37	22	for the admission process. Coupled	00:30:39
23	elements are actually in the research	00:29:41	23	with that was conversations that we	00:30:42
24	report that is associated with this.	00:29:44	24	held with some known experts from the	00:30:45

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1	university level, Dr. Genevieve Spiegel	00:30:48	1	lottery -- just as an example, was that	00:31:53
2	Holly from the Virginia Commonwealth	00:30:50	2	what you're looking at is these are and	00:31:56
3	University, Dr. Dominic Baker, Southern	00:30:52	3	certainly you can see the elements of	00:32:00
4	Methodist University, previously at	00:30:55	4	this and the research that was	00:32:01
5	UVA, And Dr. Jonathan Plucker from	00:30:59	5	provided, one time approach is very	00:32:06
6	Johns Hopkins, who also was working	00:31:01	6	different than when you run a series of	00:32:07
7	with us on the advanced academics. One	00:31:03	7	models and a series of treatment, so	00:32:10
8	of the big things that we're really	00:31:07	8	you do have to be aware of that as we	00:32:13
9	focused in on was a lottery approach in	00:31:09	9	go through this. And, you know	00:32:15
10	looking at how that approach would be	00:31:13	10	generally speaking, they were, you	00:32:18
11	an impact to -- you know, traditionally	00:31:16	11	know, they were very much in favor of	00:32:19
12	underrepresented students, and really	00:31:20	12	looking at this as an approach to move	00:32:23
13	kind of look at the approaches that	00:31:22	13	forward.	00:32:25
14	we're proposing here today and whether	00:31:25	14	Thank you.	00:32:26
15	or not it would help us allow students	00:31:27	15	MR. SMITH: Next slide, please.	00:32:30
16	who have been historically	00:31:32	16	So as we think about our guiding	00:32:34
17	unrepresented have more of an	00:31:33	17	principles, we were charged with --	00:32:35
18	opportunity to gain access to TJ, and	00:31:35	18	from the community from the board to	00:32:39
19	they collectively said that, yes, you	00:31:38	19	consider variety of factors as we	00:32:41
20	know, making some of the things --	00:31:41	20	developed the admissions process. Of	00:32:43
21	making the changes that were suggested	00:31:42	21	course, we wanted to recognize those	00:32:45
22	here would be away to increase that.	00:31:45	22	historical inequities that we've seen	00:32:46
23	One of the other things that, you know,	00:31:48	23	at TJ based on a variety of factors.	00:32:49
24	was shared was specifically to a	00:31:50	24	While at the same time, creating no new	00:32:52
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1	inequities for students. Of course,	00:32:54	1	other a holistic review. Next slide.	00:33:53
2	appropriately measuring student	00:32:57	2	So for these two proposals,	00:33:58
3	readiness for success at TJ, and a	00:32:59	3	we develop processes to enhance student	00:34:00
4	opportunity to identify potential	00:33:04	4	merit. And we also created a way for	00:34:04
5	talent. Again, opening the door for	00:33:06	5	us to take a holistic look at students	00:34:06
6	more students to have access to the	00:33:08	6	based on a variety of factors, and	00:34:10
7	curriculum environment at TJ. Removing	00:33:10	7	we'll go through that particular	00:34:12
8	those barriers in the admission process	00:33:14	8	process a bit later on, but at the end	00:34:14
9	is the way to do that, while at the	00:33:17	9	of those enhanced requirements, and at	00:34:19
10	same time maintaining high standards,	00:33:19	10	the end of taking that holistic review,	00:34:22
11	and I think that as we looked at this	00:33:20	11	the board can consider one of the two	00:34:25
12	entire process, maintaining high	00:33:22	12	options that we have here in yellow.	00:34:27
13	standards has been at the heart of what	00:33:25	13	Proposal one is the merit	00:34:29
14	we're doing along with equity. And	00:33:26	14	lottery, where we would offer the	00:34:31
15	also, I feel that by increasing	00:33:30	15	hundred seats to the highest evaluated	00:34:33
16	diversity, first of all,	00:33:32	16	students, and then select the remaining	00:34:35
17	underrepresented students at TJ, it	00:33:33	17	450 students using a lottery approach,	00:34:38
18	will only serve to increase the	00:33:35	18	and the second proposal is that	00:34:41
19	standards at this school.	00:33:38	19	holistic review where we would offer	00:34:43
20	Next slide. So now we're	00:33:41	20	550 seats to the highest evaluated	00:34:46
21	going to take a moment to talk about	00:33:44	21	students. As I said, we'll talk a	00:34:49
22	the two proposals that we're bringing	00:33:47	22	little bit more about how each of the	00:34:50
23	forward; one being, as Dr. Brabrand	00:33:48	23	process works a bit later in the	00:34:52
24	said, the hybrid merit lottery, and the	00:33:51	24	process. Next slide.	00:34:54

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1	So as we talk about enhanced	00:34:59	1	enrolled in Algebra 1 or a more	00:35:58
2	merit, people have asked, what does	00:35:01	2	advanced math course, and of course	00:36:02
3	that look like? What does enhanced	00:35:03	3	these two items that we've bulleted	00:36:03
4	merit look like for this particular	00:35:04	4	here are new since we presented this	00:36:05
5	process? So of course, we want to	00:35:07	5	last time. We also want students who	00:36:07
6	identify students who exhibit those	00:35:09	6	would demonstrate strong preparation	00:36:10
7	portrait of graduate attributes and	00:35:11	7	for TJ coursework, but being enrolled	00:36:12
8	21st Century skills using the student	00:35:14	8	in both math and science honors	00:36:14
9	portrait sheet, and of course, TJ being	00:35:17	9	courses, and additionally, for students	00:36:16
10	a science and math school, we want the	00:35:21	10	who want more rigor, we're looking for	00:36:20
11	students who have a clear strong	00:35:23	11	those students who would be enrolled in	00:36:23
12	aptitude for science and math and	00:35:27	12	one additional honors course, or a	00:36:26
13	showing that aptitude through a problem	00:35:29	13	student being identified as a young	00:36:28
14	solving essay. It's also important to	00:35:32	14	scholar. Again, it's important to note	00:36:30
15	note that we want to identify students	00:35:34	15	that using this criteria would provide	00:36:33
16	who understand what it means to work in	00:35:36	16	us a pool of students, 4300 students	00:36:37
17	a rigorous and learn in a rigorous	00:35:39	17	that we would personally invite those	00:36:41
18	environment. So as we think about	00:35:41	18	students to apply to TJ. And also know	00:36:43
19	those students who achieve an	00:35:44	19	that we would provide those students as	00:36:47
20	unweighted GPA of 3.5 in core classes,	00:35:46	20	an with a waiver for students who had	00:36:51
21	with most of those courses being honors	00:35:48	21	that same strong passion, but perhaps	00:36:53
22	classes, it's important to note that	00:35:51	22	weren't a part of an honors course.	00:36:58
23	these students are achieving this GPA	00:35:53	23	And I'll let Jeremy talk a little bit	00:37:00
24	while displaying an aptitude and being	00:35:56	24	later about the application process and	00:37:02
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1	who will be working with school based	00:37:04	1	is are economically disadvantaged,	00:38:08
2	staff, counselors, teachers, and	00:37:06	2	those students who are English language	00:38:10
3	administrators to help guide students	00:37:09	3	learners, and those students who are	00:38:13
4	in that process.	00:37:11	4	special education students, and those	00:38:15
5	I also want to note that in	00:37:12	5	students who attend underrepresented	00:38:17
6	our previous processes, we had	00:37:14	6	schools. So as part of the entire	00:38:19
7	approximately 2500 to 3000 students	00:37:17	7	process, those experience factors would	00:38:21
8	apply to TJ, so looking at the initial	00:37:20	8	be considered in addition to the strong	00:38:23
9	invitation for 4300 students would	00:37:24	9	merit that students show by applying to	00:38:25
10	certainly expand the access for this	00:37:27	10	the -- to TJ itself. We've also heard	00:38:27
11	unique school. Next slide.	00:37:30	11	Dr. Brabrand say expanded capacity to	00:38:34
12	As I mentioned earlier,	00:37:38	12	increase to a class of 550 students,	00:38:37
13	these are elements for the holistic	00:37:39	13	while it's 50 students more than our	00:38:40
14	review. Of course, we'd be looking at	00:37:41	14	previous capacity, in reality, it will	00:38:45
15	the GPA for students. We talked about	00:37:43	15	add approximately 70 more students	00:38:47
16	the student portrait sheet. We talked	00:37:45	16	because historically, we've had about	00:38:49
17	about in several presentations about	00:37:48	17	480 students in the freshman class.	00:38:52
18	the problem solving essay,	00:37:50	18	Now, I'm going to let Jeremy	00:38:57
19	additionally, we'd be considering	00:37:52	19	talk about how the process unfolds	00:38:58
20	experience factors, factors that all	00:37:54	20	through the pathway process, that	00:39:01
21	students bring to the table and factors	00:37:57	21	regional pathway process that would	00:39:04
22	that may have led to students being	00:38:00	22	bring students into the school.	00:39:05
23	underrepresented at TJ. And so those	00:38:02	23	MR. SHUGHART: Thank you, Martin.	00:39:10
24	experience factors include students who	00:38:05	24	MR. SMITH: And I do want to go	00:39:13

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1	back to this slide here, just as a way	00:39:15	1	application -- or well not application	00:40:14
2	to show those proposals once again, the	00:39:17	2	process, but selection process. As Mr.	00:40:16
3	hybrid merit lottery on the left, the	00:39:21	3	Smith just mentioned, the top one	00:40:20
4	holistic review on the right showing	00:39:23	4	hundred students in terms of the	00:40:22
5	that the top hundred will be offered	00:39:25	5	strongest evaluations of their	00:40:24
6	admission regardless of pathway, the	00:39:27	6	application would be offered	00:40:26
7	remaining 450 students will be chosen	00:39:29	7	admissions. That doesn't matter where	00:40:27
8	by lottery. And those top hundred	00:39:32	8	they're coming from. They could be	00:40:29
9	students in the hybrid merit lottery	00:39:34	9	private school, public school, within	00:40:31
10	would not be counted ford toward those	00:39:36	10	FCPS's five regions or within one of	00:40:33
11	pathway caps. And again, Jeremy will	00:39:38	11	the participating jurisdictions. Those	00:40:35
12	explain that in just a bit.	00:39:40	12	students are all going to receive an	00:40:38
13	On the right side, the	00:39:41	13	offer regardless of the maximum number	00:40:41
14	highest evaluated students would be	00:39:43	14	of students that are available to the	00:40:43
15	offered admission and those students	00:39:45	15	schools.	00:40:46
16	would be selected by pathway until the	00:39:47	16	The second part of the	00:40:46
17	particular cap is reached.	00:39:51	17	selection process would come into play	00:40:47
18	Jeremy?	00:39:55	18	for the remaining 450 students, and as	00:40:50
19	MR. SHUGHART: Next slide,	00:39:57	19	you can see here displayed on the	00:40:52
20	please.	00:40:00	20	screen is reflective of -- of the	00:40:54
21	So if we look at the two	00:40:01	21	balance of numbers that's remaining in	00:40:59
22	proposals in relate -- in relation to	00:40:06	22	each of these -- yes -- and these are	00:41:05
23	the previous slide, proposal one, the	00:40:08	23	actually posted in the next steps as	00:41:07
24	hybrid merit lottery is a two part	00:40:10	24	well.	00:41:10

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1	But each of these numbers	00:41:10	1	divided out for each of those	00:42:06
2	are balanced out on a 70/30 model 70	00:41:12	2	jurisdictions based upon their eighth	00:42:07
3	percent of the students that will be	00:41:16	3	grade enrollment.	00:42:09
4	offered admissions through the 450	00:41:18	4	Similarly, in proposal	00:42:10
5	students will come from the five	00:41:21	5	number two is a full holistic review.	00:42:12
6	regions through Fairfax County. Each	00:41:23	6	So instead of just taking the top one	00:42:15
7	of those regions, numbers or caps as	00:41:25	7	hundred evaluated students, we take the	00:42:18
8	they're put out are based upon student	00:41:29	8	top 150 evaluated students. Still this	00:42:20
9	enrollment in the schools, which are	00:41:31	9	is based on that 70/30 model in terms	00:42:23
10	eighth grade student enrollment in	00:41:34	10	of the calculations for each of those	00:42:26
11	which the schools exist in those	00:41:35	11	regions, and you can see on the screen	00:42:27
12	particular reg -- regions.	00:41:37	12	here how the regions actually work out	00:42:29
13	For the participating	00:41:39	13	and what the numbers are.	00:42:32
14	jurisdictions, it's the same type of	00:41:40	14	And one thing finally I just	00:42:35
15	process. We're looking at 30 percent	00:41:44	15	want to make sure that we're clear is	00:42:37
16	of the available seats to be divided	00:41:46	16	the one hundred students from the	00:42:39
17	based upon student representation	00:41:49	17	hybrid lottery model that were selected	00:42:40
18	(inaudible). Thank you.	00:41:53	18	first, are not impacted in any of the	00:42:42
19	MS. OMEISH: That is the halfway	00:41:54	19	regions. So it does not take way from	00:42:45
20	mark. Just so you guys know, but keep	00:41:55	20	the numbers represented on the screen.	00:42:48
21	going. Sorry. Thank you.	00:41:56	21	Okay? Next slide, please.	00:42:50
22	MR. SHUGHART: Thank you. And so	00:41:58	22	One of the other, things	00:42:54
23	for the -- for the participating	00:42:00	23	that was some questions, and we wanted	00:42:56
24	jurisdictions, that number, again, is	00:42:02	24	to share is we've had opportunities to	00:42:58

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1	be able to speak with variety of	00:43:02	1	stakeholder groups as we engaged them.	00:44:00
2	different stakeholders, and what's	00:43:04	2	And also some of the strengths of the	00:44:04
3	listed here on the -- on the screen in	00:43:08	3	different proposals were (inaudible) by	00:44:07
4	front of you is a number of the	00:43:10	4	those groups as well.	00:44:09
5	different stakeholders that we had an	00:43:12	5	MR. SHUGHART: Correct.	00:44:11
6	opportunity to be able to discuss	00:43:13	6	Absolutely.	00:44:12
7	throughout time in terms of the	00:43:16	7	So the other -- the next	00:44:13
8	approach. And elicit feedback concerns	00:43:18	8	steps, or another -- I should say	00:44:15
9	about particular students and student	00:43:22	9	another step in the process is student	00:44:16
10	groups, and you know, try to implement	00:43:24	10	engagement, student outreach, parent	00:44:20
11	that process in and look at ways in	00:43:27	11	engagement, parent outreach and the	00:44:22
12	which we can address those concerns	00:43:29	12	variety of different communications.	00:44:24
13	within these two approaches. And so	00:43:31	13	Now this slide is very similarly to	00:44:26
14	this is not a one-time type of thing.	00:43:34	14	previous slides we presented to the	00:44:28
15	There would be continued conversations	00:43:37	15	board that talks about what we do from	00:44:30
16	moving forward into the future and	00:43:40	16	an admissions standpoint and in terms	00:44:34
17	looking at the various stakeholders,	00:43:41	17	of that engagement, and outreach and	00:44:37
18	and different groups that are	00:43:43	18	communications. Our intention is to be	00:44:38
19	interested in the success of TJ. Move	00:43:45	19	able to share information and send	00:44:42
20	to the next slide, please.	00:43:49	20	personal invitations and recruitment	00:44:45
21	MR. SMITH: Jeremy, before you go	00:43:50	21	letters to all eligible students from	00:44:47
22	on, I would simply add that some of the	00:43:52	22	a -- within Fairfax County Public	00:44:51
23	concerns and questions that school	00:43:55	23	School, we're able to identify those	00:44:52
24	board members had did come up from our	00:43:57	24	students, and be able to send them. We	00:44:54
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1	worked with our participating	00:44:56	1	underrepresented students and many of our	00:45:50
2	jurisdictions and talking -- speaking	00:44:57	2	underrepresented schools, and I have some	00:45:53
3	with them about how we would identify	00:44:59	3	additional targeted recruitment.	00:45:55
4	the same types of students in their	00:45:01	4	So if you can go to the next	00:45:56
5	districts and how we can work with them	00:45:03	5	slide, please.	00:45:59
6	so that they can also share that type	00:45:06	6	A lot of that has to do with	00:46:00
7	of recruitment letters and information	00:45:08	7	working particularly at the end piece is	00:46:01
8	to those eligible students.	00:45:10	8	working with engagement with parent	00:46:05
9	In essence, we want to make	00:45:13	9	liaisons, the PTA, diversity committee,	00:46:06
10	sure we're getting information in the	00:45:14	10	different alumni groups. We want to work	00:46:09
11	hands of the all the students. We're	00:45:16	11	with other areas and other groups within	00:46:12
12	working on developing and being able to	00:45:19	12	and without Fairfax County. And in working	00:46:15
13	provide virtual open houses. In	00:45:21	13	with the equity office, some of the areas	00:46:18
14	certainly this time with COVID and the	00:45:23	14	we were concerned with, and some of the	00:46:20
15	unknown of when we'll be back in	00:45:26	15	board members were concerned with is	00:46:23
16	schools, we want to be able to put	00:45:28	16	providing professional development for --	00:46:25
17	something out there on the web so that	00:45:29	17	for our faculty and staff within -- fair --	00:46:28
18	that way students and families will be	00:45:32	18	FCPS, which would relate to a, you know,	00:46:32
19	able to experience TJ from a virtual	00:45:34	19	considered additional professional	00:46:34
20	aspect.	00:45:38	20	development, specifically to an equity	00:46:37
21	Additionally, we wanted to	00:45:39	21	focus for out advanced academics resource	00:46:40
22	continue to reach out and work with liaison	00:45:40	22	teachers, different counselors,	00:46:43
23	counselors, school counselors, parent	00:45:45	23	particularly as their counseling students	00:46:45
24	liaisons specifically for our	00:45:47	24	as they move through the process with TJ,	00:46:47

13 (Pages 46 to 49)

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1	as a high school option for these students.	00:46:51	1	the employee news, specifically about	00:47:49
2	And then again, not limiting to those	00:46:54	2	important dates, times, process,	00:47:51
3	groups. Some of the other pieces that are	00:46:56	3	procedures. External communications is the	00:47:53
4	not necessarily inherent inside of the	00:46:58	4	same type of thing. We'll be releasing	00:47:55
5	classroom, but also options and	00:47:02	5	news releases, and that can come through	00:47:58
6	opportunities that we want to provide for	00:47:05	6	news or choose, different social -- social	00:48:01
7	our students and our families is a variety	00:47:06	7	ex -- excuse me -- social media	00:48:04
8	of different STEM activities, different	00:47:08	8	opportunities, our own admissions website,	00:48:06
9	showcases, and this work is partnered with	00:47:12	9	along with letters out to those identified	00:48:09
10	the school, with local government agencies,	00:47:15	10	groups, so those e-mails can also not just	00:48:12
11	business partners, ways in which we can	00:47:17	11	be an invitation to apply, but also	00:48:15
12	identify, you know, a great number of	00:47:20	12	additional information about upcoming, you	00:48:18
13	different outreach opportunities, to be	00:47:22	13	know, activities, or outreach	00:48:21
14	able to provide to students that may not	00:47:24	14	opportunities, thing of those -- of those	00:48:23
15	have the same level of opportunity based	00:47:27	15	aspects, and to be able to provide this	00:48:26
16	upon what's available in their -- at their	00:47:30	16	information to different advisory	00:48:28
17	school, or even within their community.	00:47:32	17	committees, stakeholder groups as well. If	00:48:31
18	Can we go to the next slide,	00:47:35	18	you can go onto the next slide as well,	00:48:33
19	please? Overall in terms of the	00:47:38	19	please.	00:48:36
20	communication, we have internal	00:47:39	20	There was some questions to some	00:48:36
21	communication with our middle school	00:47:41	21	of the accountability, and some of the	00:48:39
22	principals associations, the principals	00:47:43	22	accountability we're looking at is aligned	00:48:43
23	themselves, along with middle school	00:47:45	23	with some of our current goals we have for	00:48:46
24	counselors. We can put information into	00:47:46	24	the school division, and it's to continue	00:48:48
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1	to look at the variety of diversity that we	00:48:51	1	So these are accountability	00:49:53
2	have within the school, and looking at how	00:48:53	2	metrics we want to put in place and measure	00:49:54
3	that is, you know, is reflective of, you	00:48:57	3	and guide our decisions and approaches to	00:49:57
4	know, providing educational resources and	00:49:00	4	what we're doing and where we can	00:50:00
5	opportunities to those students. Who are	00:49:03	5	continually improve.	00:50:02
6	those students who believe that belong or	00:49:05	6	If you can go onto the next	00:50:04
7	at least believe that they can be applying	00:49:07	7	slide, please. And I believe I'll turn	00:50:07
8	to TJ.	00:49:09	8	this over to Mr. Smith.	00:50:09
9	Now, certainly some of these	00:49:11	9	MR. SMITH: And so before we end	00:50:11
10	measures are new, and we would need to be	00:49:12	10	our presentation, we wanted to stay	00:50:12
11	able to establish baselines, but this is an	00:49:14	11	within that 30 minutes, we also headed	00:50:14
12	area where we can set that baseline and	00:49:19	12	the board's request of adding	00:50:17
13	then look to how do we improve that, and	00:49:21	13	information into a report. We have to	00:50:20
14	identify areas where we may not be as	00:49:24	14	apologize for the video. It is slow	00:50:22
15	strong, and continue to push forward.	00:49:27	15	today. Adding information into a	00:50:24
16	And this can be, you know, based	00:49:29	16	report with several next steps. The	00:50:28
17	on the numbers of families who are engaged	00:49:31	17	board has asked several good questions,	00:50:31
18	with the outreach that we have, and how do	00:49:34	18	and we worked with staff to provide	00:50:33
19	we improve that? As well as with students	00:49:36	19	answers to those questions. And so we	00:50:36
20	who are actually at TJ and understanding	00:49:40	20	do feel that we've given you a lot to	00:50:39
21	how they're -- how they feel respected and	00:49:45	21	think about, and are looking forward to	00:50:41
22	included at TJ, along with their parents,	00:49:47	22	the discussion the board will have on	00:50:43
23	and how they feel respected within the TJ	00:49:49	23	the TJ admissions process. I did hear	00:50:45
24	community as well.	00:49:51	24	questions about some things possibly	00:50:48

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Page 54			Page 55		
1	not being part of this process and of	00:50:51	1	entire application process, and have	00:51:52
2	course, based on the discussion, we	00:50:55	2	invited those students to be part of	00:51:55
3	would certainly be able to add aspects	00:50:58	3	the freshman class, as we do every	00:51:57
4	into either proposal that is chosen	00:51:01	4	year, we'll report new data to the	00:52:00
5	based on how the board felt about	00:51:02	5	school board and report on the	00:52:01
6	adding those elements, but I do want to	00:51:06	6	available metrics and demographics of	00:52:04
7	give you a sense of our current	00:51:08	7	the applicants and the offers. And	00:52:06
8	timeline, and there are some questions	00:51:10	8	then finally in the summer, if	00:52:09
9	that we've been feeling about that	00:51:13	9	necessary, we will incorporate any of	00:52:11
10	actually doing the vote within the	00:51:15	10	those Governor's recommendations. We	00:52:13
11	month of December, but in order for us	00:51:17	11	would review the data to identify	00:52:15
12	to have a class seated in the fall, we	00:51:20	12	application enhancements. And as part	00:52:17
13	have to have some things beginning to	00:51:23	13	of the entire process, nothing is set	00:52:20
14	happen in the beginning of January. So	00:51:24	14	in stone. Certain things we might not	00:52:23
15	right now we are in the process of	00:51:26	15	be able to do this year, could	00:52:25
16	developing those collection methods for	00:51:29	16	certainly as they come out of the	00:52:27
17	our newly developed metrics, and during	00:51:31	17	discussion, be built into future	00:52:29
18	all of this, we're also developing and	00:51:34	18	processes.	00:52:32
19	doing outreach to those who might be	00:51:38	19	And so with that, I do want	00:52:33
20	readers as part of our process in the	00:51:40	20	to thank everyone whose been apart of	00:52:34
21	early winter. We expect the Governor	00:51:43	21	this process. The office of research	00:52:37
22	will have recommendations for the	00:51:45	22	and strategic improvement for their	00:52:39
23	application process. In the early	00:51:47	23	work on the paper and for the data	00:52:42
24	summer, after we've gone through the	00:51:50	24	analysis and research. I certainly	00:52:44
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1	want to thank Dr. Bonitatibus and her	00:52:46	1	dialogue so that we can have a process	00:53:43
2	staff at TJ admissions, along with Dr.	00:52:49	2	in place at the end of December and	00:53:46
3	Zudalogo(ph), who has been a strong	00:52:53	3	welcome those first students in the	00:53:48
4	member of this team, our folks in the	00:52:54	4	fall.	00:53:51
5	instructional services department, who	00:52:57	5	And so with that, I'm going	00:53:51
6	have helped and provided the curricular	00:52:59	6	to turn it over to Ms. Omeish to begin	00:53:53
7	approach that is so important for us.	00:53:02	7	the question process.	00:53:57
8	And really to our stakeholders, who	00:53:04	8	MS. OMEISH: Thank you, Mr.	00:54:01
9	have provided lots of input to the	00:53:06	9	Smith. I believe Mr. Frisch will pick	00:54:01
10	process. We got input both in person,	00:53:08	10	up from here.	00:54:03
11	and we received input via e-mail. A	00:53:11	11	MR. SMITH: And Mr. Frisch, if I	00:54:06
12	lot of people have strong feelings	00:53:14	12	could add, I just saw Dr. Brabrand, and	00:54:07
13	about the TJ admissions process, and	00:53:16	13	I certainly have thanked a lot of	00:54:11
14	that's good. It shows that our	00:53:18	14	people, but I have to thank Dr.	00:54:12
15	students, staff, and families are	00:53:21	15	Brabrand for pushing this, as he has	00:54:15
16	interested in the work we are doing in	00:53:23	16	done, and holding us up as he -- we've	00:54:19
17	the Fairfax County Public Schools. And	00:53:24	17	moved forward in this possess. He has	00:54:22
18	so we do want to thank all of them, and	00:53:26	18	been the face of this process, he has	00:54:24
19	I want to thank all of you for your	00:53:29	19	been the face within the community and	00:54:27
20	thoughtful input into this process. We	00:53:31	20	with you as board members. And so we	00:54:29
21	had the opportunity to speak with many	00:53:34	21	certainly wouldn't be where we are	00:54:31
22	of you about the process, and feel that	00:53:36	22	without his intuitiveness and his	00:54:34
23	we've brought something forward that	00:53:40	23	support.	00:54:36
24	will generate good discussion and	00:53:41	24	MR. FRISCH: All right.	00:54:37

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1	Thank you, Mr. Smith, and we	00:54:38	1	approximately out of 13,000 eighth	00:55:41
2	appreciate everything staff has done.	00:54:40	2	graders countywide.	00:55:43
3	But we're going to jump right into the	00:54:41	3	MS. MCLAUGHLIN: And is that 4300	00:55:46
4	questions here. And we'll start just	00:54:43	4	for Fairfax County only?	00:55:49
5	before I get going, we're going to go	00:54:46	5	MR. SMITH: That would be Fairfax	00:55:51
6	for a while here, and we have every	00:54:48	6	County students. So those would be the	00:55:52
7	expectation that we have time for one	00:54:50	7	students who meet the criteria based on	00:55:54
8	round of go backs, so my fellow board	00:54:52	8	the data that we have before us today.	00:55:56
9	members, while you're crafting your	00:54:55	9	MS. MCLAUGHLIN: And how many	00:55:58
10	section here, keep that in mind. We'll	00:54:58	10	applications are you typically getting	00:55:59
11	begin with Ms. McLaughlin.	00:55:01	11	each year right now to TJ out of	00:56:01
12	MS. MCLAUGHLIN: Thank you. I'm	00:55:07	12	Fairfax County?	00:56:02
13	just getting my video, so please don't	00:55:08	13	MR. SMITH: I'd have to let	00:56:05
14	start the clock until the video is up.	00:55:11	14	Jeremy answer that question. I know	00:56:06
15	Thank you.	00:55:15	15	overall it's about 2500 and 3000, but	00:56:08
16	I'm going to start with	00:55:16	16	he may have the breakdowns on	00:56:11
17	questions right away. Mr. Smith, you	00:55:17	17	specifically who came from Fairfax.	00:56:12
18	noted that in the current metrics that	00:55:21	18	MR. SHUGHART: Ms. McLaughlin,	00:56:16
19	you and superintendent proposed, it	00:55:23	19	typically that's around 2000 students.	00:56:17
20	would yield about 4300 potential	00:55:26	20	The last couple of years the numbers of	00:56:20
21	applicants that show the academic	00:55:29	21	applicants have been about 2500. The	00:56:22
22	aptitude. That's out of how many	00:55:33	22	previous number of years was around	00:56:25
23	eighth graders countywide?	00:55:36	23	3000, so that has increased from that	00:56:27
24	MR. SMITH: That's currently	00:55:40	24	number.	00:56:31
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1	MS. MCLAUGHLIN: Okay.	00:56:32	1	links. On a number of my important	00:57:34
2	I do very much agree with	00:56:33	2	questions, say things like see the	00:57:36
3	Mr. Smith, your characterization and I	00:56:35	3	September 25th memo to board members.	00:57:40
4	guess in a very positive way, the	00:56:39	4	That doesn't help me, and it doesn't	00:57:43
5	description of what we're all here for.	00:56:41	5	help the public for ease of access of	00:57:44
6	We want to maintain the high academic	00:56:43	6	information. The links should all be	00:57:47
7	standards of TJ, so it remains a	00:56:48	7	there for any document you sent to us.	00:57:49
8	premier STEM high school in the nation,	00:56:49	8	That -- that's very disappointing to	00:57:53
9	but that we're also, along with the	00:56:52	9	see that.	00:57:56
10	heart of equity, so I want to begin	00:56:54	10	I also did not see	00:57:56
11	with my colleagues that I absolutely	00:56:57	11	information about when we were looking	00:57:58
12	embrace that, and I shared with you	00:56:59	12	at unweighted GPAs, question 133. I	00:58:03
13	after a decade experience in selective	00:57:01	13	was surprised in that response that it	00:58:07
14	college admissions, I absolutely	00:57:04	14	didn't provide the data to the	00:58:11
15	believe that Fairfax County can and	00:57:06	15	questions I asked, which is what's the	00:58:13
16	should have long ago achieved a magnet	00:57:08	16	number of the percentage of applicants	00:58:15
17	STEM school that was both high	00:57:13	17	who have a 3.5 unweighted GPA for the	00:58:19
18	achieving and diverse. So I guess	00:57:16	18	2019 admissions class. The question	00:58:21
19	where my concerns are honestly, I look	00:57:20	19	was completely not answered and doesn't	00:58:23
20	at the next step questions, and in	00:57:23	20	really allow me or other board members	00:58:26
21	particular, Dr. Brabrand, I would	00:57:25	21	and the public to understand why you've	00:58:29
22	appreciate in the future and your	00:57:28	22	developed this metric. So I think at	00:58:33
23	staff, that when we ask these next step	00:57:29	23	the heart of where the concern I hear	00:58:36
24	questions, please have staff embed the	00:57:32	24	from the public is, very much a	00:58:38

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1	commitment to equity, very much a	00:58:40	1	The links we can work on. I'm sorry	00:59:31
2	commitment to removing barriers, very	00:58:42	2	about that. That is something as we're	00:59:33
3	much a commitment to the tremendous	00:58:44	3	putting together this new approach, to	00:59:35
4	benefit of a diverse class, and I think	00:58:46	4	put it more on white paper, we can get	00:59:37
5	geographic focus is going to be part of	00:58:49	5	to the links. As far as the issue on	00:59:39
6	that piece and changing the way we do	00:58:51	6	the number and percentage of the 3.5	00:59:42
7	holistic admissions. But what's	00:58:54	7	unweighted, Jeremy, is that something	00:59:44
8	troubling to me is how you and your	00:58:56	8	we can follow up on prior to the	00:59:46
9	team are defining what is high academic	00:58:59	9	board's final decision making, so they	00:59:48
10	achievement. I think only 4300	00:59:04	10	can know that, that we were at a 3.0	00:59:51
11	students with an unweighted 3.5 GPA	00:59:06	11	and we moved it to the 3.5, and they're	00:59:54
12	doesn't do that.	00:59:09	12	just wanting to see the numbers and	00:59:55
13	Thank you, Mr. Frisch. You	00:59:10	13	percentages.	00:59:57
14	can put me on a go back.	00:59:11	14	Is that something we can	00:59:58
15	MR. FRISCH: I will. Thank you.	00:59:13	15	provide?	01:00:00
16	MS. MCLAUGHLIN: I would like	00:59:14	16	MR. SHUGHART: Yes. I thought	01:00:00
17	that question (inaudible) from the	00:59:14	17	that we did provide that, but in	01:00:02
18	superintendent though.	00:59:18	18	looking at it, I think I misread what	01:00:03
19	MR. FRISCH: Yes.	00:59:20	19	the question was and provided different	01:00:05
20	MS. MCLAUGHLIN: So why were my	00:59:20	20	information.	01:00:07
21	questions not answered and will we	00:59:22	21	DR. BRABRAND: All right.	01:00:08
22	count on getting the links and the	00:59:26	22	Jeremy, if we can get that to them this	01:00:09
23	information (inaudible).	00:59:28	23	week because I know Megan -- Ms.	01:00:11
24	MR. SMITH: Yeah. Sure, sure.	00:59:30	24	McLaughlin and other board members	01:00:13
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1	would like that information prior to	01:00:14	1	what are stickler points for me are I	01:01:20
2	making their final decisions.	01:00:15	2	absolutely believe we need school	01:01:24
3	MS. MCLAUGHLIN: Thank you so	01:00:20	3	representation. I do not believe that	01:01:26
4	much.	01:00:20	4	regionally we can address the access	01:01:29
5	MR. FRISCH: Thank you, Dr.	01:00:21	5	issues that we've discussed so	01:01:33
6	Brabrand.	01:00:22	6	extensively without that. I do support	01:01:35
7	Ms. Keys-Gamarra?	01:00:22	7	a lottery in so much as we get	01:01:38
8	MS. KEYS-GAMARRA: Thank you.	01:00:25	8	sufficient information to understand	01:01:41
9	Give me a moment to get my camera on.	01:00:25	9	that it is actually working toward the	01:01:43
10	And thank you for this	01:00:29	10	goals that we've identified with	01:01:46
11	opportunity. I think it's on. Let's	01:00:32	11	modeling etc. and the input I	01:01:48
12	see. Okay. So I do thank you for this	01:00:36	12	mentioned. And so I am providing the	01:01:50
13	presentation, and I will say that my	01:00:38	13	e-mail -- my phone is ringing. I'm	01:01:55
14	comments all center around the belief	01:00:41	14	sorry. And I hope to get comments from	01:01:59
15	that this has to be ongoing work. We	01:00:46	15	my colleagues to build on the language	01:02:02
16	have to continue to get comment. I	01:00:49	16	on that I've submitted.	01:02:04
17	think we have to hear from our new CEO,	01:00:52	17	For the purpose of the	01:02:06
18	our chief equity officer, and I would	01:00:55	18	public, the things that I've been able	01:02:10
19	like to outline some of the things that	01:01:00	19	to -- I think we already agree on are	01:02:12
20	I want to include personally, but also	01:01:04	20	legal compliance that would take into	01:02:16
21	I sent to all of my colleagues the	01:01:08	21	account the Loudon AG decision develop	01:02:18
22	revisions of what I sent earlier today.	01:01:11	22	-- that we would focus on developing	01:02:21
23	That does include comments, as I	01:01:13	23	primitive measures to improve access to	01:02:24
24	mentioned earlier. So what I think --	01:01:17	24	FCPS -- was that the -- was that your	01:02:26

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1	ice, Karl -- STEM program.	01:02:31	1	hope to build consensus with my	01:03:19
2	MR. FRISCH: Dually muted.	01:02:32	2	colleagues. This can be a resolution.	01:03:21
3	MS. KEYS-GAMARRA: I thought it	01:02:34	3	This can be a motion. But my goal is	01:03:23
4	was the bell. I'm sorry. All right.	01:02:36	4	to find those things that we agree on.	01:03:27
5	MR. FRISCH: We'll give you	01:02:39	5	So thank you.	01:03:29
6	another 15 seconds.	01:02:39	6	MR. FRISCH: Thank you, Ms.	01:03:33
7	MS. KEYS-GAMARRA: Okay.	01:02:44	7	Keys-Gamarra.	01:03:35
8	Acknowledge and support	01:02:45	8	Dr. Anderson?	01:03:36
9	improving diversity, that we consider	01:02:46	9	DR. ANDERSON: Okay.	01:03:38
10	comments from MSAOC reports from the	01:02:49	10	Just getting my video on and	01:03:39
11	last five years, that we acknowledge	01:02:51	11	setting up my own personal timer.	01:03:42
12	the proposed changes would address	01:02:54	12	MR. FRISCH: Dr. Anderson, your	01:03:45
13	finding intellectually curious students	01:02:57	13	mic is pretty muted.	01:03:46
14	who would benefit from the STEM	01:02:59	14	DR. ANDERSON: Oh.	01:03:49
15	environment, that the pool of students	01:03:00	15	MR. FRISCH: There you go. Much	01:03:49
16	should come from every school in FCPS,	01:03:03	16	better.	01:03:50
17	that the board expects the CEO to	01:03:06	17	DR. ANDERSON: Hello? Is that	01:03:50
18	provide input, and that we would	01:03:08	18	better. I'm so sorry. I've been	01:03:52
19	receive regular input -- regular	01:03:10	19	struggling all day.	01:03:54
20	reports on our progress.	01:03:12	20	MR. FRISCH: We'll give you your	01:03:55
21	So those are my comments,	01:03:13	21	time back.	01:03:57
22	and I just wanted to -- I wanted to	01:03:14	22	DR. ANDERSON: Thank you.	01:03:58
23	read that out so the public would know	01:03:16	23	I'll be very quick because I	01:03:59
24	that this is where I'm starting. I	01:03:17	24	have some questions that I want to ask.	01:04:00
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1	Then I have some comments that I'd like	01:04:02	1	evaluated one hundred students, and	01:04:59
2	to make. One of the questions I have	01:04:05	2	then provide them seats to the school.	01:05:03
3	is regarding one of the proposals, I	01:04:09	3	And then do the lottery with the	01:05:05
4	can't remember which one, I think it's	01:04:11	4	remaining 450 students.	01:05:07
5	one, has a provision for the top one	01:04:13	5	DR. ANDERSON: Thank you.	01:05:10
6	hundred students.	01:04:16	6	One of the things that has	01:05:10
7	Mr. Smith, can you speak	01:04:17	7	been discussed and shared by so many of	01:05:12
8	again as to how those students will be	01:04:19	8	the students who have testified and	01:05:14
9	evaluated, the top one hundred out of	01:04:21	9	written letters is the culture of TJ.	01:05:15
10	the 550 seats?	01:04:24	10	What concerns do you have regarding	01:05:18
11	MR. SMITH: Certainly.	01:04:26	11	this group, in my words, this selective	01:05:22
12	And I have to apologize for	01:04:27	12	group, causing or creating a two tier	01:05:24
13	not being on earlier. My connections	01:04:28	13	system in which that entire process	01:05:26
14	were all a mess, and it was a frozen	01:04:30	14	diminishes the culture. I'd like to	01:05:30
15	screen with Ms. McLaughlin. So I'm	01:04:34	15	hear from you and maybe Dr. Bona, if	01:05:31
16	back on now.	01:04:36	16	she's here with us, if she can speak to	01:05:36
17	We will be using the	01:04:38	17	that as well.	01:05:38
18	holistic review for those students, so	01:04:41	18	MR. SMITH: I know that Dr. Bona	01:05:39
19	as we've highlighted the holistic	01:04:44	19	is here, and she certainly would like	01:05:41
20	review as part of the whole process	01:04:46	20	to speak to that.	01:05:43
21	where we would review the top 550	01:04:49	21	What I can say from this	01:05:43
22	students in the second proposal, we	01:04:51	22	perspective of the admissions process	01:05:45
23	would do that same thing in the lottery	01:04:54	23	is that students would be aware of the	01:05:48
24	to do a holistic review of the highest	01:04:57	24	pathway by which they received entry to	01:05:51

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1	TJ, so we wouldn't let a student know	01:05:54	1	welcoming collaborative in nature, our	01:06:56
2	that you were chosen in the first one	01:05:57	2	older students do a tremendous job of	01:07:00
3	hundred, and the others were chosen by	01:05:59	3	taking the younger students under their	01:07:02
4	lottery or visa versa. Students would	01:06:02	4	wing and mentoring them. And that does	01:07:04
5	simply get a letter of invitation of TJ	01:06:04	5	not go without saying we can continue	01:07:07
6	itself.	01:06:07	6	to benefit from professional	01:07:10
7	I'll let Dr. Bona talk about	01:06:08	7	development, so that way we can	01:07:12
8	the culture and the supports that are	01:06:10	8	understand the challenges that all	01:07:14
9	currently in place at the school and	01:06:12	9	students bring to our school in terms	01:07:16
10	what will occur to support students	01:06:14	10	of inclusivity and that our students as	01:07:20
11	even greater.	01:06:16	11	well can benefit from developing that	01:07:23
12	DR. BONITATIBUS: Sure.	01:06:19	12	understanding, and so we just recently	01:07:26
13	Hello. Madame Chair, Vice	01:06:20	13	implemented some new goals into our	01:07:28
14	Chair, school board members, and FCPS	01:06:23	14	school improvement, and innovation	01:07:29
15	leadership, thank you for the	01:06:25	15	plan. We have an equity team that is	01:07:32
16	opportunity to discuss TJ admissions	01:06:26	16	working very hard on developing some	01:07:34
17	and we will continue to be focused on	01:06:29	17	actions that will help toward those	01:07:37
18	all children belonging at TJ creating	01:06:31	18	pieces, and ultimately I'm confident	01:07:40
19	that pairing and welcoming environment.	01:06:35	19	that through our curriculum and	01:07:42
20	I believe that sometimes in the some of	01:06:38	20	programming, that our students will be	01:07:44
21	the conversations that are being held	01:06:42	21	supported each and every day, we'll be	01:07:47
22	talking about the culture of TJ, I want	01:06:45	22	meeting the students where ever they	01:07:49
23	to make sure that our children and our	01:06:47	23	are in developing their talent along	01:07:51
24	staff are seen as being highly	01:06:53	24	the way. Thank you.	01:07:54
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1	DR. ANDERSON: My other question	01:07:55	1	by various schools.	01:08:45
2	is regarding teacher recommendations.	01:07:56	2	Can you speak to that a	01:08:46
3	I know we've talked about this quite a	01:07:58	3	little bit, Dr. Bona, please?	01:08:47
4	bit and Dr. Bon, please don't go. I'd	01:08:00	4	DR. BONITATIBUS: To be honest, I	01:08:54
5	like for you to speak to that as well.	01:08:02	5	have not been part of any of the TJ	01:08:55
6	There's a lot of conversation. I know	01:08:04	6	admissions process that looks at the	01:08:57
7	this firsthand as somebody who spent so	01:08:05	7	application packets or looks at the	01:08:59
8	many years in a school in terms of the	01:08:08	8	letters. There are certainly community	01:09:04
9	pressure that can be placed upon	01:08:10	9	sentiments that go both ways, as you	01:09:06
10	teachers by parents for	01:08:12	10	pointed out. Teachers do know their	01:09:07
11	recommendations. I see this as a	01:08:14	11	students best, and we also know that in	01:09:09
12	double-edged sword. It's an	01:08:15	12	some cases, some teachers and some	01:09:13
13	opportunity for teachers to recognize	01:08:17	13	schools know our school, and they know	01:09:16
14	some students who may not otherwise	01:08:19	14	TJ and the programs at TJ better than	01:09:18
15	have the opportunity, but it's also an	01:08:23	15	teachers at other places. And so when	01:09:21
16	opportunity for -- for that to be	01:08:25	16	it comes down to an individual teacher	01:09:25
17	subject to parent pressure, or maybe	01:08:27	17	writing a recommendation, some of the	01:09:28
18	even some gate keeping. One of the	01:08:29	18	people that I've spoken to who served	01:09:31
19	things I believe I heard as we engage	01:08:31	19	on some of the selection committees,	01:09:33
20	in the discussion is how even teachers	01:08:33	20	and maybe even Mr. Shugart can even	01:09:34
21	at TJ are able to at least predict	01:08:36	21	speak to this as well, some will say	01:09:36
22	where the teachers recommendations are	01:08:40	22	that some teachers are very well versed	01:09:40
23	coming from depending on the amount of	01:08:41	23	in writing the letters, where others	01:09:41
24	these recommendations that are written	01:08:44	24	may not be. And potentially that would	01:09:43

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1	impact. But again I can't speak	01:09:46	1	that schools that have high -- students	01:10:42
2	specifically. Mr. Shugart perhaps has	01:09:48	2	with a large amount of interest,	01:10:45
3	a better understanding of that.	01:09:51	3	there's a level of experience in terms	01:10:48
4	DR. ANDERSON: Mr. Shugart, did	01:09:55	4	of writing recommendations, and that	01:10:50
5	you want to add to this? I'm so sorry,	01:09:56	5	might be different from either a school	01:10:53
6	Mr. Frisch.	01:09:57	6	who has fewer students who are	01:10:55
7	MR. FRISCH: He's welcome to	01:10:03	7	interested in TJ or historically been	01:10:58
8	reply.	01:10:05	8	interested, as well as teachers that	01:11:00
9	MR. SHUGHART: Sure.	01:10:06	9	have experience from writing	01:11:03
10	So in terms of the teacher	01:10:06	10	recommendations over many years.	01:11:04
11	recommendations, certainly what Dr.	01:10:07	11	And so one of things that we	01:11:06
12	Bona is sharing is true, you know,	01:10:11	12	do from an evaluation standpoint is	01:11:08
13	this -- we do see that the teachers	01:10:15	13	look at that from a unbiased viewpoint	01:11:12
14	generally, just taking a step back,	01:10:17	14	of trying not to penalize students in	01:11:16
15	teacher recommendations come in, in two	01:10:18	15	terms of teacher experience in writing	01:11:18
16	forms, for our freshman class, which we	01:10:22	16	recommendations. That's how the	01:11:20
17	are discussing today. We have some	01:10:24	17	recommendation itself is designed, is	01:11:22
18	requirements for the students. It's	01:10:26	18	to try to illicit information about	01:11:24
19	either a seventh or eighth grade	01:10:28	19	what their actual experiences are with	01:11:27
20	teacher of math or science and it's a	01:10:29	20	the students as opposed personal	01:11:30
21	teacher of choice they have to wrote	01:10:32	21	statements about, you know, individual	01:11:33
22	the recommendations.	01:10:35	22	strength or something along those	01:11:37
23	In terms of the	01:10:36	23	lines.	01:11:39
24	recommendations themselves, we do find	01:10:38	24	DR. ANDERSON: How do you deal	01:11:40
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1	with it then if it has to acquire a	01:11:40	1	recommendations, and why and who would	01:12:33
2	recommendation from -- I think you say	01:11:43	2	be the ones that we are requesting	01:12:36
3	the math or science teacher, and one	01:11:46	3	recommendations for, and we also want	01:12:38
4	other of choice, when that required	01:11:47	4	to be sure that teachers have an	01:12:42
5	teacher, what if there's a conflict	01:11:49	5	opportunity to be open and honest about	01:12:43
6	there between teacher and student and	01:11:52	6	the recommendation. And so that that	01:12:45
7	the recommendation is not what it	01:11:54	7	way, we're trying to keep bias out of	01:12:47
8	possibly could be?	01:11:57	8	the recommendations from a teacher	01:12:51
9	MR. SHUGHART: So the students	01:11:58	9	perspective, but you know, and kind of	01:12:54
10	have an option for the math/science,	01:12:00	10	that impact within there. And I hope	01:12:57
11	they have an option of four different	01:12:04	11	that answered your question. And I'm	01:12:59
12	teachers to be able to make that	01:12:06	12	sorry, if I didn't, I can certainly try	01:13:01
13	choice. And the teacher themselves	01:12:08	13	to help clarify.	01:13:02
14	also have the ability to refuse to	01:12:09	14	DR. ANDERSON: I'm going to spend	01:13:04
15	write the recommendation and allow the	01:12:11	15	the remainder of my time kind of	01:13:06
16	student to have the opportunity to ask	01:12:13	16	sharing where I am. I am in support of	01:13:08
17	another teacher. And so that does	01:12:15	17	the merit lottery because I think many	01:13:10
18	happen from time to time where a	01:12:17	18	of the things that Mr. Shugart has said	01:13:13
19	teacher can decline the offer to write	01:12:21	19	regarding bias, I think this is a way	01:13:14
20	the recommendation.	01:12:23	20	for us to have some neutrality in terms	01:13:17
21	The other piece that we talk	01:12:25	21	of this process.	01:13:19
22	about with students is thinking about	01:12:26	22	If all students are eligible	01:13:20
23	and how to engage in that conversation	01:12:30	23	in meeting those requirements, I see	01:13:22
24	with the teachers about writing the	01:12:32	24	that there's space here for us to use	01:13:25

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1	that merit lottery to help determine	01:13:27	1	with schools that essentially turn out	01:14:29
2	who does come into TJ. We have a	01:13:30	2	hundreds of kids over the course of	01:14:32
3	number of schools, and some folks sent	01:13:32	3	five years while our schools have very	01:14:34
4	us some data regarding how many of the	01:13:34	4	few. So I need --	01:14:37
5	top 50 schools in the US that are	01:13:37	5	MR. FRISCH: Your bell rang.	01:14:40
6	utilizing a merit lottery system -- it	01:13:42	6	DR. ANDERSON: Oh, I'm so sorry.	01:14:41
7	is a merit lottery. It still has a	01:13:43	7	I didn't hear the bell. Please, place	01:14:41
8	level of exclusivity, and students	01:13:44	8	me on a go back, but thank you. I	01:14:44
9	qualify. It's not every student.	01:13:46	9	apologize for that.	01:14:45
10	I do want to say it gives me	01:13:49	10	MR. FRISCH: Will do. Thank you.	01:14:46
11	nothing but heartburn to hear about	01:13:51	11	Ms. Cohen?	01:14:49
12	the -- the top one hundred, the top	01:13:54	12	MS. COHEN: All right. Thanks.	01:14:52
13	tier. That doesn't sit with me for a	01:13:56	13	I appreciate following Dr. Anderson as	01:14:53
14	number of reasons, particularly the	01:13:58	14	usual. I still have -- to use her	01:14:56
15	culture I think that can come out of	01:14:02	15	word, a lot of heartburn over the idea	01:15:01
16	that, even though I know it's well	01:14:03	16	that we've gotten rid of teacher	01:15:04
17	intended. And also, I am not -- I am	01:14:05	17	recommendations. I think in particular	01:15:05
18	not in favor of a weighted GPA, so I	01:14:09	18	as -- I think as we start looking at	01:15:09
19	want to be sure that is highlighted.	01:14:11	19	this process, and you all referenced	01:15:12
20	I'm not in favor of an approach that	01:14:14	20	Dr. Plucker. Dr. Plucker did not say	01:15:14
21	does not come down to a lower level	01:14:17	21	that we should get rid of teacher	01:15:18
22	besides the region. In region two,	01:14:20	22	recommendations. The conversation is	01:15:19
23	where I -- where I am, we are in our	01:14:24	23	about overreliance as a system on	01:15:22
24	(inaudible) schools are in competition	01:14:27	24	gibbers in our AP level for centers	01:15:24
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1	process. But not -- not an indictment	01:15:29	1	Another piece for me that I'd	01:16:32
2	of teacher recommendations. And so I	01:15:32	2	love to have someone speak to is why the	01:16:34
3	did see in some of the documentation	01:15:35	3	maximum cap and not a minimum cap when we	01:16:37
4	that the school board voted against	01:15:36	4	look at our regional pathway approach?	01:16:41
5	teacher recommendations. And that is	01:15:38	5	DR. BRABRAND: Marty, do you	01:16:51
6	not accurate. This board voted to	01:15:40	6	think you can address the maximum,	01:16:51
7	remove the fee, we voted to remove the	01:15:43	7	minimum cap piece. And as far as	01:16:54
8	test, but that -- that was as granular	01:15:47	8	teacher recommendations, Ms. Cohen,	01:16:56
9	as we got. So I would definitely like	01:15:50	9	we're here today at this workstation to	01:16:59
10	to see that corrected because that's	01:15:52	10	hear the feedback from the board, and	01:17:00
11	not accurate.	01:15:54	11	if in the end, teacher recommendations	01:17:02
12	You know, I feel just as we	01:15:57	12	is something this board believes needs	01:17:05
13	have for a lot of scholarship programs	01:15:58	13	to be re-added back into the process,	01:17:07
14	that we use, there are ways to	01:16:01	14	we certainly can -- we can certainly	01:17:09
15	structure teacher recommendations, that	01:16:03	15	hear that feedback and incorporate that	01:17:12
16	you give them, you know, more	01:16:05	16	in any of the two final proposals.	01:17:14
17	opportunities to use a point system,	01:16:08	17	Marty or Jeremy, can you	01:17:18
18	and a small level that gives some sort	01:16:11	18	talk about the cap as a maximum verses	01:17:19
19	of teacher response that is unfiltered.	01:16:14	19	the minimum? I think I know the	01:17:21
20	And we use it in all different kinds of	01:16:19	20	answer, but I think you could express	01:17:23
21	ways, so I don't -- I don't agree that	01:16:22	21	it better than myself.	01:17:26
22	we have gotten rid of teacher recs, and	01:16:26	22	MR. SMITH: So Jer -- I know	01:17:28
23	I'm hoping that we'll decide to include	01:16:27	23	Jeremy worked very closely in previous	01:17:29
24	those.	01:16:32	24	iterations of the process to establish	01:17:34

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1	caps, and there are a variety of ways	01:17:36	1	In looking at the minimums,	01:18:38
2	of looking at caps in terms of ensuring	01:17:39	2	we didn't approach it from a minimum	01:18:40
3	that we don't go over a particular	01:17:42	3	standpoint of saying there's a minimum	01:18:43
4	amount, and when you look at the	01:17:44	4	number of students coming from each	01:18:45
5	minimum caps, I'll let Jeremy speak a	01:17:48	5	school. Looking at it from a cap	01:18:47
6	little bit more about that.	01:17:51	6	approach, we were also looking at the	01:18:49
7	MR. SHUGHART: Okay.	01:17:58	7	kind of idea of getting, you know, of	01:18:51
8	And so when we went through	01:17:59	8	pushing it out this way. So there was	01:18:55
9	the cap approach, what we were looking	01:18:00	9	kind of a where we were historically	01:18:58
10	for was maximums, was an idea to be	01:18:03	10	until this point in time. There was no	01:19:00
11	able to provide some -- more geographic	01:18:07	11	caps on the individual school. There	01:19:02
12	representation. That's the reason why	01:18:09	12	were caps established for participating	01:19:06
13	we went to a regional approach. And	01:18:12	13	jurisdictions, but there was -- in kind	01:19:08
14	I'm sorry. My video is taking forever	01:18:14	14	of taking that same level of caps that	01:19:10
15	to start back up here. So that's why	01:18:16	15	we have used in the past and placing it	01:19:12
16	we went to the regional approach.	01:18:18	16	within our regions, and then kind of	01:19:15
17	There is information, and I know	01:18:20	17	reassessing and kind of configuring	01:19:17
18	there's some other board questions	01:18:23	18	that down with the goal to help	01:19:21
19	about individual school level caps and	01:18:25	19	distribute more regional or geographic	01:19:23
20	so in the -- in the research paper,	01:18:29	20	representation. And we haven't really	01:19:27
21	there's also a table in there about the	01:18:31	21	looked at it from the bottom up saying	01:19:29
22	school level caps in Fairfax County as	01:18:33	22	there's minimums that absolutely had to	01:19:31
23	well. You can certainly reference	01:18:35	23	be required. Some of that, and it	01:19:34
24	those.	01:18:37	24	might be something where John -- John	01:19:36
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1	Foster can talk about in terms of, you	01:19:39	1	barrier, but we recognize we have much	01:20:33
2	know, minimums and things of that	01:19:42	2	a harder job, which this is to figure	01:20:35
3	nature of what were requiring at	01:19:43	3	out why are kids not applying to TJ.	01:20:37
4	certain places.	01:19:45	4	And so my worry is when we	01:20:40
5	MR. SMITH: And I will also add	01:19:47	5	look at a maximum, the whole goal has	01:20:43
6	that when we were looking at the	01:19:48	6	been to give kids an opportunity to go	01:20:46
7	initial proposal, we were looking at a	01:19:49	7	who haven't had the opportunity before.	01:20:48
8	lottery process, and with that lottery	01:19:52	8	And so -- but the goal was never to	01:20:52
9	process, we were looking at the overall	01:19:54	9	punish kids for whom that has always	01:20:55
10	number of students who could get in by	01:19:57	10	seen as a pathway. And so you know, my	01:20:58
11	any particular pathway.	01:19:59	11	worry is, I look at my regions, which	01:21:01
12	And so in looking at the	01:20:01	12	are pretty significantly	01:21:03
13	first approach, it was how many	01:20:03	13	underrepresented, and I will tell you,	01:21:04
14	students could get in from a particular	01:20:06	14	the enthusiasm to apply to TJ and many	01:21:08
15	pathway based on the lottery, and then	01:20:07	15	places is not there. And so my worry	01:21:11
16	not taking another look at that as we	01:20:10	16	is when we look at these maximums,	01:21:13
17	looked at the holistic approach.	01:20:12	17	instead of making smaller minimums that	01:21:18
18	MS. COHEN: I think that's a	01:20:16	18	kind of look proportionately, I just	01:21:20
19	concern. Is if we settle, you know,	01:20:17	19	want to make sure what we're	01:21:22
20	and I think we all agreed, what we	01:20:20	20	unintentionally doing is trying to	01:21:24
21	truly have is an application problem	01:20:22	21	really push kids, who don't have a	01:21:27
22	here. And we're kind of trying to	01:20:24	22	comfort level. Sorry --	01:21:30
23	change the admissions process in the	01:20:27	23	MR. FRISCH: Finish out your	01:21:32
24	hopes that that is not yet another	01:20:29	24	thought, Ms. Cohen.	01:21:32

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1	MS. COHEN: I would love us to	01:21:39	1	MS. COHEN: Mr. Frisch, may I	01:22:35
2	relook at that if we go this holistic	01:21:40	2	just follow up to ask what happens --	01:22:36
3	approach, it does maybe that make more	01:21:43	3	will you walk us through what happens	01:22:39
4	sense.	01:21:46	4	if those maximums are not met?	01:22:41
5	And Mr. Frisch, if you'll	01:21:47	5	MR. FRISCH: You're going to have	01:22:43
6	kindly add me for a go back as well.	01:21:48	6	to hold that for your go back. I'm	01:22:47
7	MR. FRISCH: Sure.	01:21:50	7	sorry, Ms. Cohen. But you'll have	01:22:47
8	MR. SMITH: And that's as just a	01:21:50	8	plenty of time to come up with a great	01:22:50
9	brief follow-up to that, I can say that	01:21:51	9	answer, Mr. Smith.	01:22:53
10	when we look at caps, it does go hand	01:21:53	10	All right. Up next we've	01:22:55
11	and hand with a recruitment process.	01:21:56	11	got Ms. Tholen.	01:22:57
12	We talked about increasing that	01:21:59	12	MS. THOLEN: Well, I'm very happy	01:23:00
13	pipeline, and certainly wouldn't want	01:22:00	13	to follow Ms. Cohen. If you want to	01:23:02
14	put students or assign students --	01:22:03	14	answer her question, (inaudible) train	01:23:05
15	invite students to TJ, who didn't want	01:22:06	15	of thought. I have the same question	01:23:07
16	to be part of the process or didn't	01:22:09	16	about why not a minimum verses a	01:23:10
17	feel they would be successful. And so	01:22:13	17	maximum, so you've talked about that.	01:23:15
18	in looking at those caps, it's not a	01:22:15	18	And I think what I'm understanding is	01:23:18
19	cap in the sense of we must have this	01:22:18	19	that when you look at the lottery, it	01:23:20
20	number of students from the particular	01:22:22	20	makes sense to perhaps look at the --	01:23:23
21	school as much as it is this would be	01:22:24	21	by region, a maximum number of students	01:23:25
22	the greatest number of students we	01:22:28	22	that would be accepted through the	01:23:28
23	could have if there was interest in	01:22:30	23	lottery process. If we're moving -- if	01:23:29
24	going to TJ.	01:22:32	24	we have more of a holistic view of the	01:23:31
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1	students, you know, I've seen concern	01:23:33	1	it's looking at those students who are	01:24:29
2	that we're starting with schools right	01:23:38	2	the most highly evaluated, and going	01:24:30
3	now, that have very few students that	01:23:39	3	through and bringing those students	01:24:33
4	have applied over the last several	01:23:41	4	into the process based on their pathway	01:24:35
5	years, and we don't necessarily have	01:23:43	5	and how highly they were evaluated.	01:24:37
6	maybe a clear understanding of why.	01:23:45	6	Again, we couldn't create	01:24:41
7	How do we get those students to apply?	01:23:47	7	students or add students to a	01:24:42
8	And how do we, you know, have them be	01:23:49	8	particular applicant pool if there were	01:24:44
9	successful at TJ? So perhaps having --	01:23:53	9	no students to apply for that	01:24:46
10	starting with a minimum number of	01:23:56	10	particular school. So then we just go	01:24:47
11	students might make more sense and then	01:23:58	11	to the next highest student on the	01:24:49
12	Laura Jean was asking how -- you were	01:24:00	12	list. That's how we go through, and	01:24:52
13	saying with the maximum number, if the	01:24:04	13	Mr. Shugart, if you can certainly	01:24:54
14	school didn't have that number of	01:24:06	14	verify that, that would be great.	01:24:56
15	students, how then would you move	01:24:08	15	MR. SHUGHART: Absolutely.	01:24:59
16	forward?	01:24:10	16	So -- so to the process --	01:25:01
17	Does that make sense?	01:24:11	17	and I guess to try to explain the	01:25:05
18	MR. SMITH: Yes.	01:24:13	18	process in greater detail, to explain	01:25:06
19	And so I'm going to ask Mr.	01:24:14	19	how that would work, is as we would go	01:25:08
20	Shugart to talk about how we would go	01:24:17	20	through both from a -- in both	01:25:11
21	through and identify students through	01:24:20	21	processes, you're looking at the	01:25:16
22	either of the pathway approaches, but	01:24:23	22	specific numbers -- again, whether this	01:25:17
23	it's merely looking at those students,	01:24:25	23	is by the region or by the individual	01:25:19
24	if you look at the holistic approach,	01:24:27	24	school. And so what we're saying is	01:25:21

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1	that we know based the number of seats	01:25:23	1	looking at the it from a regional	01:26:12
2	available, this is the number of seats	01:25:26	2	perspective, as opposed to an unlimited	01:26:14
3	that are going to come from this	01:25:27	3	number of students for Fairfax County	01:26:16
4	particular region or school depending	01:25:29	4	and in other areas we used in the past,	01:26:19
5	on which one we go with.	01:25:31	5	we're now implementing a maximum number	01:26:22
6	Once a particular -- as we	01:25:34	6	of students that can come from a	01:26:24
7	go through the evaluation process,	01:25:36	7	particular area. What that in essence	01:26:25
8	we're looking at the strength of an	01:25:38	8	does is it guarantees that each region	01:26:28
9	individual student's application, and	01:25:39	9	will have that number of students that	01:26:30
10	that was really truly the same prior to	01:25:41	10	are coming from the particular region	01:26:32
11	this point in time as well. And so	01:25:44	11	being offered admissions.	01:26:35
12	what you look at is, is the level of	01:25:47	12	Now, obviously one of the	01:26:37
13	strength of applications. With	01:25:49	13	things -- and we talked about this or	01:26:39
14	students with the strongest	01:25:51	14	shared previously, and I believe it's	01:26:42
15	applications, were the students that	01:25:52	15	in the research paper in terms of	01:26:43
16	were offered. And you work your way	01:25:53	16	processes is if a particular region	01:26:45
17	down until you hit the maximum number	01:25:56	17	does not have enough students that are	01:26:50
18	of seats available that we can even	01:25:58	18	remaining to fill the number up to the	01:26:52
19	offer, and the next grouping of	01:26:01	19	cap, then it would go to -- it would go	01:26:55
20	students was placed in the wave pool	01:26:02	20	to the next students with the highest	01:26:58
21	and other students were not offered at	01:26:04	21	level of strength, which would maybe	01:27:01
22	all.	01:26:07	22	put one more particular region or area	01:27:03
23	What we're using now is a	01:26:07	23	above their cap because we're still	01:27:06
24	very similar model to that, is we're	01:26:09	24	looking to maintain that 550 seats	01:27:08
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1	within the school.	01:27:12	1	MR. FRISCH: You're welcome. Ms.	01:28:09
2	I will add that in looking	01:27:15	2	Tholen?	01:28:11
3	at all this from a modeling standpoint,	01:27:17	3	MS. THOLEN: Okay.	01:28:12
4	and looking at it over a historical	01:27:19	4	So I would just like to say,	01:28:12
5	number of applicants, one of things	01:27:21	5	you know, I think it's worth taking a	01:28:17
6	that we have is that we know even	01:27:24	6	look at that minimum number, maybe as a	01:28:19
7	within the last handful of years, we're	01:27:28	7	way to approach it. If we -- if we end	01:28:21
8	still at 2500 applicants. That is well	01:27:30	8	up leaning toward the holistic view and	01:28:24
9	in excess of the 550 seats we're	01:27:33	9	I also have (inaudible) Ms. Cohen to	01:28:28
10	proposing. When we look at that from a	01:27:36	10	talk, about and maybe in my view as a,	01:28:30
11	regional standpoint, or individual	01:27:39	11	you know, as a middle school science	01:28:33
12	school standpoint, we're still	01:27:42	12	teacher and a trainer of many middle	01:28:36
13	exceeding the number of seats that are	01:27:43	13	school science teachers, you know, I	01:28:38
14	available based on the number of	01:27:46	14	really do feel particularly in those	01:28:41
15	students that have applied in the past.	01:27:48	15	schools that have not historically sent	01:28:43
16	So we don't -- we're not looking at	01:27:50	16	students, that those teachers are	01:28:48
17	this from saying that we believe --	01:27:51	17	really in a fantastic position to help	01:28:50
18	that based upon the evidence that we've	01:27:54	18	us find those students, so they should	01:28:52
19	had leading up until this point in	01:27:56	19	definitely be included in the outreach	01:28:54
20	time, we would not have enough students	01:27:58	20	program, but their recommendations for	01:28:56
21	applying from any of these regions to	01:28:00	21	these students would be key to finding	01:28:59
22	meet the minimums -- I'm sorry -- to	01:28:04	22	the students that we're looking for.	01:29:02
23	meet the caps. So I thank you for the	01:28:06	23	And as Laura Jean was	01:29:04
24	warning. Thank you.	01:28:07	24	talking about a little, there's a lot	01:29:07

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1	of ways to do teacher recommendations.	01:29:09	1	programs at TJ by adding an additional	01:30:09
2	I would probably advise during this	01:29:11	2	70 students.	01:30:12
3	time, given the workload that our	01:29:12	3	MR. SMITH: I'd like Mr.	01:30:15
4	teachers have as well, to streamline	01:29:14	4	(inaudible) to weigh in on some of that	01:30:15
5	the teacher recommendation process	01:29:17	5	with regard to capacity, and also Dr.	01:30:17
6	significantly, but not to take it out	01:29:19	6	Bona with the current capacity within	01:30:20
7	of out of the application process.	01:29:23	7	the school. TJ is our only building	01:30:23
8	A couple of other questions	01:29:27	8	where we have a set number of students	01:30:25
9	that I had, one question I just wanted	01:29:29	9	in each freshman class, and so they can	01:30:29
10	to ask, I understand that you know,	01:29:33	10	certainly weigh in and provide some	01:30:33
11	you're upping that class number to 550,	01:29:35	11	input.	01:30:35
12	which I -- I'm one of the people who is	01:29:39	12	MS. THOLEN: Yes. I think my	01:30:36
13	super, super sensitive of capacity	01:29:42	13	question is less capacity, and just by	01:30:36
14	numbers, given where I sit in the	01:29:43	14	square footage, so I really love to	01:30:39
15	county. And so I understand strongly	01:29:47	15	hear from the principal, on if she's	01:30:41
16	the difference between, you know, that	01:29:49	16	got another 70 students, how that will	01:30:45
17	square footage in the building and how	01:29:51	17	affect the programs she runs at TJ.	01:30:46
18	many people you can fit in per square	01:29:52	18	MR. FRISCH: We'll get an answer	01:30:50
19	footage and your programmatic use of	01:29:54	19	on that, Ms. Tholen, I don't know if	01:30:51
20	the building. I would just like to	01:29:56	20	you heard, but your bell did go. So	01:30:52
21	just get a little bit of reassurance	01:29:59	21	let's get an answer from Principal Bona	01:30:53
22	that even if we open up this number to	01:30:01	22	and then we'll go from there.	01:30:56
23	550, which you know, I would be a	01:30:04	23	DR. BONITATIBUS: Thank you.	01:31:01
24	proprietor of, we're not effecting the	01:30:06	24	That's a great question.	01:31:01
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1	Because square footage does not always	01:31:02	1	to the program. And I would definitely	01:32:06
2	translate into instructional programs,	01:31:04	2	want to put in a plug to be able to say	01:32:09
3	and one of the things that we know at	01:31:08	3	that where some have the impression	01:32:11
4	TJ is that we do have a lot of extra	01:31:09	4	that oh, well, the school does get	01:32:14
5	square footage. Part of it is because	01:31:13	5	extra money just for being a Governor's	01:32:17
6	of the size of our research labs, that	01:31:15	6	school, we should not use that granted	01:32:19
7	are twice the size of traditional labs,	01:31:16	7	money to supplant the normal process,	01:32:21
8	so that square footage can be a bit	01:31:19	8	the normal staffing process that every	01:32:24
9	misleading about how much space is	01:31:22	9	school is able to receive.	01:32:26
10	actually in the building. And	01:31:23	10	And in another piece, I	01:32:30
11	(inaudible) areas that we use for	01:31:26	11	would like to be able to mention, when	01:32:32
12	instructional flexibility, and so those	01:31:28	12	we were talking about the increasing	01:32:35
13	adjunct classroom kinds of spaces and I	01:31:31	13	capacity is that when we're looking at	01:32:36
14	do feel comfortable that we (inaudible)	01:31:35	14	specialized learner centers, our goal	01:32:39
15	that capacity to about two thousand,	01:31:38	15	typically is to keep those classroom	01:32:42
16	and do so comfortably. If we increased	01:31:43	16	sizes a bit smaller. And at TJ, we've	01:32:45
17	it much beyond that, I do have concerns	01:31:46	17	been able to keep them slightly smaller	01:32:48
18	of the feeling of overcrowdedness, and	01:31:49	18	on average, maybe two to three students	01:32:50
19	lack of flexibility in some of the	01:31:52	19	smaller, compared to a typical high	01:32:53
20	spaces. We do have to recognize that	01:31:57	20	school, but when we're talking about	01:32:57
21	any time, of course, that you're	01:31:58	21	highly able learners, or developing the	01:32:58
22	increasing the capacity, there would	01:32:00	22	talent of highly able learners, putting	01:33:01
23	have to be budgetary support for	01:32:02	23	33 to 35 kids in the classroom just	01:33:04
24	additional teachers that would be added	01:32:04	24	because we can, I don't think	01:33:07

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1	necessarily meets the needs of	01:33:09	1	in talking to people, lotteries would	01:34:20
2	specialized programs. So I would	01:33:11	2	be a way to address a hybrid model --	01:34:22
3	strongly recommend that when we're	01:33:15	3	lottery would be a way to address some	01:34:24
4	looking at capacity, we cap it at 2000.	01:33:19	4	of the concerns about the enrollment	01:34:27
5	Anything beyond that, I think could	01:33:23	5	class. I think that's interesting in	01:34:29
6	really be a stretch for our school.	01:33:25	6	how it's phrased. It's would be a way.	01:34:32
7	MS. THOLEN: Thank you.	01:33:28	7	There are other ways. And so I do want	01:34:35
8	MR. FRISCH: Up next we have	01:33:30	8	to say I continue to be concerned about	01:34:38
9	Ms. Corbett Sanders.	01:33:33	9	the lotteries because of what's been	01:34:40
10	I expect (inaudible).	01:33:42	10	shown at schools across the country	01:34:43
11	MS. CORBETT SANDERS: Yeah.	01:33:47	11	that have used lotteries and the	01:34:45
12	Just briefly on the capacity	01:33:48	12	attrition associated with it. I have	01:34:48
13	piece as somebody, as many people know	01:33:50	13	some particular questions regarding the	01:34:50
14	in my region and elsewhere in the	01:33:53	14	regional pathways that were discussed	01:34:54
15	county, a lot of our schools have more	01:33:54	15	because what is not listed here is the	01:34:56
16	students in them than the capacity, so	01:33:57	16	number of students in a region that may	01:34:59
17	I appreciate Ms. Bona wanting to have a	01:33:59	17	currently attend a private school or	01:35:02
18	lower amount of -- a higher amount of	01:34:02	18	are military connected. And so in my	01:35:05
19	square footage, but I think that that's	01:34:05	19	region in particular, we have a number	01:35:08
20	an equity issue.	01:34:08	20	of student who is transfer from the	01:35:10
21	Regarding some of the	01:34:10	21	military and from private schools when	01:35:12
22	comments that have been made today,	01:34:11	22	they're ready to go to high school, so	01:35:14
23	there was a statement that said	01:34:14	23	I think those numbers by region should	01:35:16
24	collectively -- there was collectively	01:34:18	24	be looked at. Looking at who you	01:35:20
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1	reached out to, I would like to better	01:35:22	1	foundation, working very closely with	01:36:19
2	understand what outreach was done with	01:35:24	2	Ms. Murphy, who is the director of the	01:36:23
3	the business community because they had	01:35:27	3	foundation. There's been interest in	01:36:25
4	been longstanding partners of ours, and	01:35:30	4	the business community, so she's	01:36:27
5	so if we could make sure we do do some	01:35:32	5	working to poll together some leaders	01:36:29
6	outreach there, if at all, if we	01:35:36	6	so that we can have continue --	01:36:32
7	haven't done so. I will advocate for a	01:35:38	7	continued discussion around TJ and the	01:36:34
8	school by school approach to this,	01:35:43	8	admissions process and the overall	01:36:36
9	rather than a regional approach based	01:35:46	9	admission of TJ. We did not include	01:36:38
10	very similar to what Ms. Or Dr.	01:35:49	10	them as part of the admissions process,	01:36:40
11	Anderson stated. And perhaps one of	01:35:51	11	but again, we do have plans to meet	01:36:42
12	the things we might look at is having a	01:35:53	12	with them as part of the process.	01:36:48
13	minimum number over students per school	01:35:56	13	MS. CORBETT SANDERS: Thank you,	01:36:51
14	and a maximum number by region.	01:35:58	14	Mr. Smith. And I appreciate that. I	01:36:52
15	And with that, those are my	01:36:01	15	would just suggest in the future since	01:36:54
16	comments, and I look forward to a	01:36:02	16	when TJ was established in 1985, the	01:36:56
17	robust discussion and would like some	01:36:05	17	critical linchpin was that -- that	01:37:00
18	feedback on some of the comments and	01:36:06	18	collaboration and partnership with the	01:37:03
19	questions I have posed.	01:36:08	19	business community, so prioritizing	01:37:05
20	MR. SMITH: Ms. Corbett Sanders,	01:36:11	20	that is important. And I would expect	01:37:09
21	when you asked about the business	01:36:12	21	that the business community is very	01:37:12
22	community, we actually have some	01:36:14	22	similar to, you know, the corporation I	01:37:13
23	meetings scheduled with the business	01:36:16	23	left as -- retired from, which	01:37:17
24	community, and working through the	01:36:17	24	recognized that the more diverse of an	01:37:20

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1	employment base or the more diverse of	01:37:24	1	section of the county, or may live in a	01:38:18
2	a student body, the better because that	01:37:27	2	different one, we would have them be an	01:38:20
3	leads to more creativity and	01:37:31	3	applicant of the region where they	01:38:23
4	innovation. So I just want to make	01:37:33	4	live. That's not dissimilar to how we	01:38:27
5	sure we include that.	01:37:35	5	focus on our private schools in terms	01:38:29
6	What about my other	01:37:36	6	of looking at them to their	01:38:31
7	questions?	01:37:39	7	representative caps if they're outside	01:38:34
8	MR. SHUGHART: Mr. Smith, I can	01:37:41	8	of Fairfax County. That was the way in	01:38:36
9	talk about a little bit about the	01:37:43	9	which we were including our private	01:38:38
10	private schools if you want me to.	01:37:44	10	schools in the regional approach that	01:38:40
11	So Ms. Corbett Sanders, in	01:37:48	11	they were looking at it from the	01:38:42
12	terms of the private school and the	01:37:50	12	overall regional not an individual	01:38:44
13	private school approach, what that is	01:37:52	13	standpoint.	01:38:47
14	looking at is similar to the way that	01:37:54	14	MS. CORBETT SANDERS: So I know	01:38:48
15	we look at the students that are	01:37:57	15	my time is up, but I would -- the	01:38:48
16	attending the public schools, it's	01:37:59	16	military students need to be included	01:38:51
17	based upon the residency. So it would	01:38:00	17	in that. The second piece is certain	01:38:53
18	be looking at the residency from a	01:38:02	18	areas of this county have a higher	01:38:55
19	regional standpoint based on where the	01:38:04	19	percent of student going to private	01:38:57
20	student actually resides. So while	01:38:07	20	schools. And so I'm a little concerned	01:39:00
21	private schools may cross	01:38:09	21	about your regional numbers based on	01:39:02
22	jurisdictional bounds, or even cross	01:38:11	22	that.	01:39:04
23	the regions within Fairfax County, they	01:38:14	23	MR. FRISCH: Thank you, Ms.	01:39:04
24	may go one private school or one	01:38:17	24	Corbett Sanders.	01:39:05
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1	MS. CORBETT SANDERS: And I would	01:39:07	1	or military transfer that's into the	01:39:49
2	take the go back, please.	01:39:07	2	future.	01:39:52
3	MR. SHUGHART: Mr. Frisch, do you	01:39:09	3	MS. CORBETT SANDERS: So we know	01:39:52
4	want me to respond to that?	01:39:10	4	at certain points military personnel	01:39:55
5	MR. FRISCH: Yes, please.	01:39:12	5	transfer back to the DC Metro area.	01:39:58
6	MR. SHUGHART: Okay.	01:39:14	6	It's usually when they're getting ready	01:40:01
7	So for military -- military	01:39:15	7	to retire or go to the flag officer	01:40:03
8	students -- and I might need a little	01:39:16	8	level. So we know that there's a	01:40:06
9	bit further clarification on your go	01:39:20	9	higher number of eighth grade students	01:40:08
10	back, Ms. Corbett Sanders on that, but	01:39:21	10	or potentially eighth grade students	01:40:12
11	the military students, if you're	01:39:23	11	coming from different demographics. We	01:40:13
12	talking about the current -- current	01:39:25	12	see this with our military students and	01:40:16
13	military students attending here, or if	01:39:27	13	we see with our students from private	01:40:21
14	you're talking about not here, but	01:39:29	14	schools.	01:40:23
15	wanting to transfer into the area, so	01:39:33	15	MR. FRISCH: Ms. Corbett Sanders,	01:40:23
16	we'll deal with that on a go back.	01:39:34	16	can you clarify for him so he can	01:40:24
17	MS. CORBETT SANDERS: No, I'm	01:39:37	17	answer the question.	01:40:26
18	sorry. The question is posed under	01:39:38	18	MS. CORBETT SANDERS: So that's	01:40:27
19	this one. So if you can please answer	01:39:40	19	what I'm trying to do. The numbers --	01:40:27
20	it on this one, so I don't use my go	01:39:41	20	there's 1,1,500 military students in	01:40:30
21	back for it. Yeah.	01:39:42	21	Fairfax County looking at the age level	01:40:33
22	MR. SHUGHART: Okay.	01:39:44	22	when they transfer back into the	01:40:37
23	So please clarify if you're	01:39:44	23	Fairfax County talks about --	01:40:39
24	talking about currently residing here	01:39:45	24	identifies where that -- that subgroup	01:40:41

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1	of kids, who potentially would be in	01:40:47	1	families and allowing them to apply	01:41:44
2	TJ, and so I'm concerned that your	01:40:49	2	prior to their arrival to Fairfax	01:41:47
3	underrepresenting region three and four	01:40:51	3	County. The ones that actually arrive	01:41:50
4	in your regional numbers. Because they	01:40:54	4	during the application window, they	01:41:52
5	may not be counted in the existing	01:40:57	5	apply during the application window	01:41:54
6	base.	01:41:01	6	without any problems. And I'm not	01:41:55
7	MR. SHUGHART: So the -- the	01:41:01	7	sure -- so when we look at it -- and	01:41:58
8	regional numbers are purely based upon	01:41:02	8	this goes back to the minimum, maximum	01:42:00
9	the demographics of the currently	01:41:07	9	question beforehand, the number that	01:42:02
10	enrolled students. Let me finish, Ms.	01:41:08	10	was still out there was that 70 percent	01:42:04
11	Corbett Sanders. Are currently based	01:41:11	11	of the either 550 students or the 450	01:42:08
12	upon currently enrolled students in	01:41:13	12	students, it's divided out to be	01:42:12
13	eighth grade -- eighth grade class	01:41:17	13	proportionate from each region to that	01:42:15
14	based upon those individual schools.	01:41:18	14	particular number. And that's the	01:42:18
15	So we can't pre -- we can't predict how	01:41:21	15	reason why on the piechart within the	01:42:19
16	much a particular school will increase	01:41:24	16	presentation you saw numbers that	01:42:23
17	from one year to the next, but if we're	01:41:25	17	varied from within the region. That's	01:42:25
18	only looking at students just coming in	01:41:28	18	purely down to the individual school	01:42:26
19	the -- in the future, what we have done	01:41:30	19	enrollment and that was based on	01:42:29
20	in the past is dealt with the residency	01:41:33	20	September membership.	01:42:31
21	requirements because most of those	01:41:36	21	DR. BRABRAND: Jeremy -- Jeremy,	01:42:36
22	students and parents don't arrive until	01:41:37	22	if I could, Mr. Frisch.	01:42:38
23	the summer preceding their school year,	01:41:40	23	MR. FRISCH: Yeah. Go ahead.	01:42:39
24	so we've been able to work with those	01:41:42	24	DR. BRABRAND: Jeremy, I think	01:42:40
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1	the question maybe for the layperson at	01:42:41	1	Sanders question is a valid one,	01:43:30
2	home, if you're coming in, in the	01:42:43	2	because it takes into account the	01:43:32
3	summer and we work with those families,	01:42:44	3	future people who are transferring into	01:43:34
4	do they get slotted into a particular	01:42:47	4	the area, not -- and it's specifically	01:43:39
5	region for the count in either of these	01:42:49	5	to our military families, but there are	01:43:41
6	proposals, or are they in an	01:42:52	6	other families that transfer in. And	01:43:43
7	undesignated pool that I think is one	01:42:54	7	so we would have to make some type of	01:43:45
8	of the questions.	01:42:57	8	consideration about how that would	01:43:48
9	Are they slotted in or are	01:42:59	9	look -- how it would be included into a	01:43:50
10	they in an undesignated school because	01:43:00	10	particular region. Right now, we	01:43:53
11	they have not arrived yet and not	01:43:02	11	wouldn't have a way to put them into a	01:43:55
12	picked a region and a school.	01:43:04	12	region, because we don't know where	01:43:57
13	MR. SHUGHART: So -- well, we're	01:43:06	13	they're going to live.	01:43:59
14	talking about two different things. In	01:43:08	14	MR. FRISCH: All right.	01:44:02
15	the past -- in the past that didn't	01:43:10	15	If people need further	01:44:02
16	matter, right? The problem is, is that	01:43:12	16	clarification on that, they can bring	01:44:03
17	if a family is not here currently,	01:43:15	17	it up in their go back.	01:44:05
18	they're -- they're not actually a part	01:43:18	18	All right. Up next we have	01:44:08
19	of the application process. And so the	01:43:20	19	Ms. Pekarsky.	01:44:10
20	piece of what we're currently have on	01:43:22	20	MS. PEKARSKY: Okay. Thank you.	01:44:11
21	the table that we're discussing is of	01:43:25	21	I'm actually happy to go	01:44:12
22	those families that are currently here.	01:43:27	22	after Ms. Karen Corbett Sanders because	01:44:14
23	DR. BRABRAND: Right.	01:43:29	23	she brought up something about the	01:44:15
24	MR. SHUGHART: And Ms. Corbett	01:43:29	24	attrition rate and in our -- in the	01:44:18

28 (Pages 106 to 109)

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1	white paper that you provided to us,	01:44:20	1	MS. COHEN: Looks like we lost	01:45:45
2	you actually stated that admission	01:44:23	2	Marty, just an FYI.	01:45:46
3	lotteries are not a common approach to	01:44:24	3	MR. FRISCH: Okay.	01:45:47
4	admission, and then you go on to talk	01:44:29	4	That might be why.	01:45:47
5	about Gwendydd County and -- who	01:44:31	5	MR. SHUGHART: Sorry. It's	01:45:52
6	consequently has a high attrition rate,	01:44:34	6	really slow if you click the camera	01:45:53
7	and why that matters is because -- at	01:44:40	7	first.	01:45:57
8	least to me -- we are in the business	01:44:42	8	Ms. Pekarsky, so one of	01:45:58
9	of impacting student outcomes. So this	01:44:44	9	things we were focusing on were some of	01:45:59
10	goes back to the accountability	01:44:52	10	the issues that were talked about	01:46:02
11	measures where I see quite a few	01:44:54	11	beforehand. In terms of -- and -- in	01:46:04
12	accountability measures surrounding	01:44:57	12	terms of attrition rate, we currently	01:46:09
13	caring culture, which is imperative	01:44:59	13	have models that allow us to select	01:46:12
14	because we know our kids can't learn in	01:45:01	14	students for attrition into the future	01:46:16
15	environments that's are not inclusive	01:45:04	15	years, in terms of the sophomore round	01:46:18
16	and welcoming, obviously. But I don't	01:45:06	16	and potentiality even the junior round.	01:46:20
17	see any accountability measures for	01:45:11	17	So we do have that. So there is some	01:46:22
18	student outcomes or academic outcomes,	01:45:14	18	level of attrition that we find within	01:46:24
19	and I'd like to know why those were	01:45:18	19	Fairfax County.	01:46:27
20	omitted, or your thoughts on that,	01:45:20	20	I will -- you know, we did	01:46:29
21	please.	01:45:30	21	not -- or at least I did not look at	01:46:31
22	MR. FRISCH: Marty or Jeremy, do	01:45:32	22	the level of attrition rate from each	01:46:34
23	you want to answer that? Don't all	01:45:34	23	of these other schools that had -- only	01:46:36
24	jump at once.	01:45:42	24	had lottery models, and I can't say	01:46:40
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1	whether the other schools in	01:46:42	1	small portion of what our students are	01:47:47
2	comparison, what their attrition rate	01:46:43	2	going into a single class into one high	01:47:50
3	was either. For me to be able to say	01:46:47	3	school. There's still a large demand	01:47:52
4	one had more attrition than the other,	01:46:48	4	there. I don't know if that answers	01:47:55
5	I really can't comment on that because	01:46:50	5	your question though.	01:47:56
6	it's not something we looked at. I	01:46:53	6	MS. PEKARSKY: I mean, look, at	01:47:59
7	know Ms. Rudah has joined us, and she	01:46:56	7	the end of the day, I just want to	01:47:59
8	was a part of the research piece of	01:46:58	8	know, you know, we got accountability	01:48:01
9	that. I don't know if she has any	01:47:00	9	measures of whether or not this -- the	01:48:03
10	information, but to be able to look at	01:47:02	10	policy changes are going to be	01:48:06
11	the pieces within the lottery and to	01:47:05	11	successful. All I care about is	01:48:07
12	look at the kind of the goals, one of	01:47:07	12	student outcomes, and I want to know	01:48:10
13	the things was shared from -- when we	01:47:11	13	how we're going to measure those.	01:48:12
14	worked with -- with the external	01:47:14	14	That's kind of where I'm going.	01:48:13
15	experts was this idea of the size of	01:47:17	15	DR. BRABRAND: So Ms. Pekarsky	01:48:17
16	Fairfax County alone, not to exclude	01:47:21	16	car I think this is something staff can	01:48:17
17	our participation, but the size of	01:47:24	17	go back and talk about. Our outcomes	01:48:19
18	Fairfax County alone of about a 14,000	01:47:26	18	at TJ have been strong for a very long	01:48:22
19	students per class, anywhere from	01:47:30	19	time, and I think what I hear you	01:48:24
20	13,000 to 14,000 per class. And to	01:47:33	20	saying is whatever we do, we've got to	01:48:25
21	have a single school was of 500-550,	01:47:36	21	maintain those same high standards, how	01:48:28
22	whatever that number happens to be,	01:47:41	22	can we check the distribution of	01:48:31
23	we're proposing 550, there's still a	01:47:42	23	grades, the retention at ninth grade,	01:48:33
24	great demand. That's still a very	01:47:46	24	tenth grade, eleventh grade, we have	01:48:35

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1	had some kids after ninth grade leave,	01:48:37	1	shortsighted of us. As we know for	01:49:31
2	and we have done sophomore admissions.	01:48:39	2	many of us, our teachers can be the one	01:49:33
3	And I think what I hear you saying is	01:48:41	3	and only advocate and champion they	01:49:35
4	we need to continue to look at what	01:48:42	4	have. Dr. Bona said, you know, how --	01:49:39
5	those trends have been, and compare	01:48:44	5	how well teachers know their students.	01:49:43
6	what those trends are with either of	01:48:47	6	So finding way to streamline this to	01:49:46
7	these two approaches that the board	01:48:49	7	just be a data point, a big data point,	01:49:49
8	would decide, so we have our pulse on	01:48:51	8	for us to consider in the larger	01:49:53
9	the academic strength of the school,	01:48:53	9	context, I really strongly recommend we	01:49:58
10	just like we have caring culture and	01:48:56	10	do not ignore those.	01:50:03
11	the equity of access goals that we've	01:48:58	11	I think I'll stop there for	01:50:09
12	talked about. I hear you, and we can	01:49:00	12	right now. Thank you.	01:50:10
13	go back and work on that. We can go	01:49:02	13	MR. FRISCH: Can we put you down	01:50:12
14	back and work on that and have those	01:49:06	14	for a go back, Ms. Pekarsky?	01:50:14
15	forward for the board to be able to	01:49:08	15	MS. PEKARSKY: Yes.	01:50:16
16	monitor whichever approach you choose.	01:49:09	16	Dr. Brabrand wants to --	01:50:17
17	MS. PEKARSKY: Thank you, Dr.	01:49:13	17	DR. BRABRAND: Yes. Mr. Frisch,	01:50:19
18	Brabrand, and it's important for those	01:49:13	18	I just want to say and maybe we'll get	01:50:20
19	individual students ensuring we're	01:49:15	19	back to it in next steps -- if this	01:50:22
20	supporting them so, they're successful.	01:49:18	20	board has consensus about the role of	01:50:24
21	I would also like to talk to	01:49:22	21	teacher recommendations, and I don't	01:50:27
22	the teacher recommendations. I know	01:49:24	22	know that it does, but I'm just sharing	01:50:29
23	how they can be a source of bias, but I	01:49:27	23	because I heard now multiple board	01:50:30
24	really do think this is very	01:49:29	24	members, this is not something -- staff	01:50:32
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1	did have some concerns, but I think if	01:50:35	1	very first meeting months and months	01:51:38
2	the board directed us to look at how to	01:50:39	2	ago. I said, how are we talking to	01:51:41
3	do it to balance some of the issues how	01:50:42	3	these students and families to figure	01:51:43
4	about the teacher recommendations are	01:50:44	4	out the why, why, why are they not	01:51:47
5	done, and to keep the workload minimal	01:50:46	5	applying? And then we can figure out	01:51:50
6	for teachers with everything else they	01:50:49	6	how we can respond. So to this day, I	01:51:51
7	have going on, but still keep some	01:50:51	7	don't know that we have a mechanism for	01:51:54
8	teacher voice, it is not impossible for	01:50:53	8	that, but I just really implore you to	01:51:59
9	staff to look at that in either the two	01:50:56	9	talk to the people who are impacted,	01:52:02
10	options. So again, this is another one	01:51:00	10	all of the people, and just learn the	01:52:05
11	where if the board speaks to us now	01:51:02	11	why and that can lead us to	01:52:08
12	with feedback about that piece, we can	01:51:04	12	conclusions.	01:52:13
13	make sure it's addressed with whatever	01:51:07	13	MR. FRISCH: I believe that was	01:52:14
14	you all would vote on later this month.	01:51:09	14	your bell.	01:52:15
15	MS. PEKARSKY: Okay. That's	01:51:13	15	Dr. Brabrand?	01:52:16
16	great to hear. Mr. Frisch, I found my	01:51:13	16	DR. BRABRAND: That is a	01:52:18
17	other questions as I was rifling	01:51:15	17	brilliant question. That is a	01:52:19
18	through my notes.	01:51:17	18	brilliant question. We're trying to	01:52:21
19	MR. FRISCH: Quickly. Go ahead.	01:51:21	19	get at that in one of our earlier	01:52:22
20	MS. PEKARSKY: I saw in the white	01:51:22	20	slides, slide 19, about parents who	01:52:26
21	paper, there was also mention that lack	01:51:24	21	feel respected there, students who feel	01:52:28
22	of student applications has been an	01:51:29	22	respected. And I would say to the	01:52:30
23	issue on that impacts diversity. This	01:51:34	23	board to listen to what some of our TJ	01:52:33
24	is something that I brought up at our	01:51:37	24	alumni and students have said because	01:52:36

30 (Pages 114 to 117)

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1	the word of mouth on TJ is one of the	01:52:39	1	you're right on target, and I also want	01:53:38
2	cultural things that is going on. The	01:52:43	2	to say we had some very good feedback	01:53:42
3	word of mouth among some students is	01:52:45	3	from our stakeholder groups, and we'll	01:53:43
4	I'm not welcomed there. I'm not	01:52:48	4	be working very closely with our equity	01:53:46
5	respected there. I'm not felt to be	01:52:50	5	office to perhaps revamp our parent	01:53:48
6	included there, and I think that's part	01:52:53	6	meetings, so that when a student gets	01:53:50
7	of what we got to work on in the	01:52:56	7	an invitation, we want to draw as many	01:53:54
8	application process. I think either of	01:52:57	8	parents out as possible, but instead of	01:53:56
9	these two approaches is going to send a	01:53:00	9	a simple sit and get about TJ, a	01:53:59
10	clear signal to our students that are	01:53:03	10	conference type model where parents can	01:54:03
11	welcome. You are included. You are	01:53:06	11	break up into small groups and talk	01:54:05
12	respected. And that's what I'm really	01:53:08	12	about concerns or questions they have	01:54:07
13	committed about, and I think it's going	01:53:10	13	about the school, and the curriculum.	01:54:09
14	to help Jeremy and his team working	01:53:11	14	But whether or not they feel welcome	01:54:12
15	with school counselors are saying, this	01:53:14	15	and having some targeted outreach and	01:54:14
16	is a new day at TJ. It's not -- you're	01:53:16	16	targeted conversations with them to	01:54:17
17	not locked out just because you never	01:53:21	17	illicit some of this information, so	01:54:19
18	seen a kid from this school go there.	01:53:23	18	we're on the same page there, and I	01:54:21
19	You have a shot. There is a shot. Now	01:53:26	19	think there's ways for us to do it for	01:54:23
20	put your application in, and let's go	01:53:28	20	families who don't feel they're part of	01:54:26
21	for it. So I do think that's something	01:53:31	21	the process, and also for families who	01:54:28
22	we got to watch for, and I know Mr.	01:53:33	22	are invited in to get some of those	01:54:30
23	Smith you want to add to my comments	01:53:35	23	things that are keeping them from	01:54:33
24	and correct them if they're off. No,	01:53:36	24	continuing through the process.	01:54:35

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1	MS. PEKARSKY: And I appreciate	01:54:37	1	anything on how it's been used in the	01:55:20
2	that to say antidotal is not the	01:54:38	2	past, maybe more closely to see that	01:55:22
3	systematic, and I will leave it at	01:54:40	3	there might be bias in that?	01:55:25
4	that. I look forward to --	01:54:42	4	DR. BRABRAND: Marty, do you want	01:55:28
5	MR. FRISCH: Time is up,	01:54:44	5	to take that, and one of the things,	01:55:29
6	Mrs. Pekarsky.	01:54:44	6	Marty, in answering, is there a way, if	01:55:31
7	MS. PEKARSKY: Thank you.	01:54:45	7	we had a teacher recommendation, we can	01:55:34
8	MR. FRISCH: I appreciate it.	01:54:45	8	streamline in a sense the variability	01:55:36
9	Ms. Omeish, you're up.	01:54:47	9	for teachers that have experience	01:55:39
10	MS. OMEISH: Okay.	01:54:51	10	writing their one hundredth	01:55:41
11	I just experienced the slow	01:54:52	11	recommendation, and that teacher who	01:55:42
12	video myself. All right. So thank you	01:54:53	12	may be for first time writing their	01:55:45
13	staff for the presentation. With the	01:54:56	13	first or second recommendation for a	01:55:47
14	teacher recommendations piece, I'm	01:54:58	14	kid.	01:55:50
15	wondering if we can approximate some of	01:55:01	15	MR. SMITH: So we've done some of	01:55:50
16	the information by looking at any kind	01:55:04	16	that with the teacher recommendation	01:55:51
17	of data we have on this. I do agree	01:55:07	17	process. I know that the former office	01:55:53
18	with what Ms. Cohen said, that I don't	01:55:09	18	of current evaluation did some of that	01:55:57
19	know it's exactly accurate -- an	01:55:11	19	work to streamline the process, to look	01:56:00
20	accurate read of Dr. Plucker's research	01:55:13	20	at a point system, to take some of the	01:56:02
21	to say we should eliminate it entirely,	01:55:14	21	subjectivity out of the process, and we	01:56:05
22	but I am concerned about the equity and	01:55:16	22	can certainly look at ways to	01:56:08
23	proportions.	01:55:18	23	streamline the process even more,	01:56:11
24	So have you guys looked at	01:55:19	24	figure out the best way to get as much	01:56:14

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		Page 122			Page 123
1	information about the student as	01:56:16	1	at, you know, what -- what does it look	01:57:10
2	possible without getting no information	01:56:19	2	like? Especially for maybe identifying	01:57:14
3	about a student, and also to think	01:56:21	3	those kids who otherwise wouldn't be	01:57:15
4	about that workload for teachers. And	01:56:23	4	considered. That's really where I'm	01:57:17
5	that workload is a real thing for some	01:56:26	5	thinking it might beneficial.	01:57:19
6	teachers, and I know that while	01:56:29	6	A separate thing, I would	01:57:22
7	teachers can provide good information	01:56:32	7	like to at least kind of have a	01:57:24
8	on students, having worked in the	01:56:35	8	boldface confirmation that in the	01:57:26
9	former cluster office, and having	01:56:37	9	multiple pathways approach, as I'm	01:57:27
10	worked very closely at Longfellow, I	01:56:39	10	going to call it, students won't know	01:57:29
11	know that teachers would often talk	01:56:44	11	how they've been selected.	01:57:32
12	about the additional workload of	01:56:46	12	MR. SMITH: Yeah.	01:57:35
13	teacher recommendations on top of	01:56:47	13	Students will not know how	01:57:35
14	grading, teaching, etc.	01:56:50	14	they've been selected. That can be	01:57:37
15	So we can take another look	01:56:52	15	boldfaced, and I can say that students	01:57:40
16	at that through -- or see -- and	01:56:54	16	will not know. Yes.	01:57:43
17	certainly through the TJ admissions	01:56:57	17	MS. OMEISH: Okay.	01:57:47
18	office if the board is interested in	01:57:00	18	And how -- have we given	01:57:48
19	bringing that teacher recommendation	01:57:02	19	thought to how we're going to avoid	01:57:50
20	back.	01:57:05	20	students finding out, or having this	01:57:52
21	MS. OMEISH: Yeah.	01:57:05	21	kind of negative externality on them	01:57:54
22	I certainly am not pushing	01:57:05	22	and how it impacts, you know, culture,	01:57:57
23	in that direction. I think it's a	01:57:07	23	whatever.	01:57:59
24	question mark for me and just looking	01:57:08	24	MR. SMITH: Well, and I can	01:58:02

		Page 124			Page 125
1	certainly -- and I don't want to keep	01:58:04	1	MS. OMEISH: Did Dr. B want to	01:59:08
2	going back to Dr. Bona, but I believe	01:58:06	2	weigh in, or --	01:59:12
3	she being the expert on her school	01:58:09	3	DR. BRABRAND: Dr. Bona, did you	01:59:13
4	culture and her students, can talk	01:58:11	4	want Ann to share some things about --	01:59:16
5	about some of the things that students	01:58:14	5	MS. OMEISH: Marty just --	01:59:20
6	discuss now in terms of the process. I	01:58:17	6	DR. BRABRAND: Yeah.	01:59:22
7	know that as a former second grade	01:58:21	7	Ann, do you want to share a	01:59:22
8	teacher, I was often the one who was on	01:58:22	8	little bit?	01:59:27
9	the phone with parents and with	01:58:27	9	DR. BONITATIBUS: Sure.	01:59:27
10	students when they didn't get the	01:58:28	10	I was listening, and I want	01:59:28
11	invitation to the advanced academic	01:58:30	11	to make sure I'm sharing the right part	01:59:29
12	program. And so certainly reaching out	01:58:33	12	you want me to share.	01:59:31
13	to the school, school staff to talk	01:58:36	13	Can you just restate that?	01:59:33
14	about ways they're currently supporting	01:58:39	14	MS. OMEISH: Yeah, yeah. No	01:59:35
15	students, but I can certainly let you	01:58:42	15	worries.	01:59:36
16	know that they wouldn't find out about	01:58:44	16	The next question is for you	01:59:37
17	the particular entry into the school	01:58:47	17	anyway, but this one was about ensuring	01:59:38
18	from the TJ admissions office. There	01:58:49	18	that students don't find out or ways	01:59:42
19	are current things that are proprietary	01:58:51	19	we're going to mitigate as a system	01:59:44
20	as far as what parents and students	01:58:53	20	having, you know, different labels or	01:59:46
21	would like to learn more about and	01:58:55	21	whatever, and how students were chosen,	01:59:49
22	we've been a very good job that	01:58:58	22	should we go with the multiple pathways	01:59:51
23	ensuring we don't share that	01:59:00	23	approach.	01:59:55
24	information with students and families.	01:59:01	24	DR. BONITATIBUS: Oh, yeah.	01:59:56

32 (Pages 122 to 125)

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1	Absolutely. You know, we're very, very	01:59:56	1	touring the school, getting to know	02:01:04
2	sensitive to the fact that it maybe	02:00:01	2	students, getting to know staff during	02:01:06
3	developmentally a characteristic or	02:00:05	3	the summer months. But one of the	02:01:07
4	behavior for teenagers to sort and	02:00:08	4	things we found during last summer, we	02:01:10
5	select and be able to say you got in	02:00:10	5	created enrichment opportunities for	02:01:13
6	for this reason, or you were part of a	02:00:13	6	students where they were noncredit	02:01:16
7	quota. That is already something that	02:00:15	7	bearing, did not have an impact on a	02:01:18
8	can happen in any high school USA.	02:00:17	8	pathway of getting them on the right	02:01:22
9	However, I would say one of the things	02:00:20	9	track so they could accelerate through	02:01:23
10	we have to do at TJ is to be very	02:00:22	10	TJ as quickly as possible. It was more	02:01:25
11	explicit about that narrative, or that	02:00:25	11	about getting to know each other and	02:01:27
12	mindset to not even be part of our	02:00:29	12	building a community. And I would say	02:01:28
13	culture or our thinking. And I am very	02:00:31	13	that our freshman (inaudible) program	02:01:32
14	proud that overall, our students are	02:00:35	14	does that extremely well. And I've	02:01:34
15	very accepting. They don't -- you	02:00:38	15	already been talking to our division	02:01:36
16	know -- they're not questioning how the	02:00:40	16	leaders this year about preparing our	02:01:40
17	classmate next to them got into the	02:00:41	17	summer program specifically with this	02:01:42
18	school. And we also want to provide	02:00:47	18	year's incoming freshman class in mind.	02:01:45
19	opportunity for all students in that	02:00:49	19	Because it maybe larger than we're used	02:01:47
20	summer before entering TJ to kind of	02:00:52	20	to from the past, there maybe students	02:01:50
21	find a place if they want within our	02:00:56	21	coming to us from places they have not	02:01:52
22	school.	02:00:59	22	traditionally come to us, and we want	02:01:55
23	In normal times, I would say	02:01:00	23	to make sure they're all feeling	02:01:57
24	there would be opportunities for	02:01:02	24	welcome in our school. So those	02:01:59
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1	conversations are already happening,	02:02:01	1	Do you have concerns given	02:02:48
2	and we're in tune with that.	02:02:03	2	the merit threshold in place right now	02:02:49
3	Thank you.	02:02:04	3	for both proposals that the need for	02:02:51
4	MS. OMEISH: Yeah. No, I	02:02:05	4	remedial support would be notably	02:02:55
5	appreciate you highlighting that. I	02:02:06	5	different? You know, there's --	02:02:58
6	think we're going to want to be,	02:02:07	6	there's been a sense that somehow	02:02:59
7	especially if we move forward with the	02:02:09	7	there's going to be an issue. But I'd	02:03:02
8	multiple pathways intentional, given	02:02:10	8	like to hear your take.	02:03:04
9	that the past has been a single	02:02:13	9	DR. BONITATIBUS: Sure.	02:03:06
10	pathway, right? Everyone has gone	02:02:14	10	I'd like to reiterate that a	02:03:07
11	through the same standard. And this	02:02:16	11	shift in demographics does not equate	02:03:08
12	one we're going to have everyone go	02:02:18	12	or mean there's a shift in talent. And	02:03:12
13	through the same standard, but in	02:02:20	13	to me, that is a compelling narrative	02:03:16
14	different ways. So we don't know how	02:02:21	14	for all of us to realize because	02:03:19
15	students might take that, so I just	02:02:23	15	there's so much talent within FCPS, and	02:03:22
16	want to make sure we're, again,	02:02:27	16	when all things are equal, when	02:03:24
17	intentional about how we approach it.	02:02:28	17	students are meeting those thresholds	02:03:27
18	The second -- the other	02:02:31	18	for Algebra for a GPA requirement, the	02:03:30
19	question for you, Dr. Bona, so there's	02:02:32	19	love that they would have for STEM,	02:03:35
20	been this kind of concern based on an	02:02:35	20	then we know that we're going to be	02:03:38
21	implicit assumption of what might	02:02:38	21	able to meet those students where they	02:03:40
22	happen with rethinking merit or	02:02:39	22	are, take them to where they would like	02:03:42
23	misunderstandings about meritocratic	02:02:42	23	to go. And -- and I get concerned when	02:03:46
24	nature and what it is, what it's not.	02:02:44	24	I hear people talking about remediation	02:03:48

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1	of -- at TJ because sometimes people	02:03:54	1	approaches of readiness when students	02:04:58
2	are thinking that you have to be here	02:03:58	2	are coming in, and so I would imagine	02:05:01
3	to enter TJ. That there's some kind of	02:04:00	3	that those same kinds of efforts that	02:05:04
4	special redness that a student has to	02:04:03	4	our teachers are taking to bring the	02:05:06
5	already have to possess, that it's	02:04:06	5	students in, find where they are, and	02:05:09
6	above and beyond everything else. But	02:04:07	6	then provide their appropriate supports	02:05:12
7	that's not what our entrance standards	02:04:09	7	in multiple (inaudible) will continue	02:05:16
8	say. And so the -- when we know that	02:04:14	8	to exist. We have to remember that at	02:05:18
9	our students need -- our goal is that	02:04:16	9	TJ, we have the minimum 3.0 grade point	02:05:20
10	our students graduate with an honors	02:04:18	10	requirement to stay in TJ. Actually, I	02:05:25
11	diploma, that they complete calculus by	02:04:19	11	think I've shared with the board before	02:05:29
12	their senior year. Any students	02:04:22	12	and the public, that as long as a	02:05:30
13	meeting those trends that are in either	02:04:24	13	student is working earnestly, they're	02:05:32
14	of the proposals that you have right	02:04:27	14	happy at TJ, their parents are happy,	02:05:34
15	now, will be able to meet those	02:04:29	15	we have an academic plan in place, if	02:05:37
16	graduation requirements for TJ. And	02:04:32	16	that student has a 2.8 or 2.9, they're	02:05:39
17	it's our job to get the students there.	02:04:34	17	going to remain at TJ. Over the past	02:05:42
18	MS. OMEISH: And can you speak to	02:04:39	18	three years since I've been at the	02:05:44
19	your assessment maybe the quality of	02:04:40	19	school, your recidivism rate has gone	02:05:45
20	the standard of the school and how it's	02:04:42	20	up. We have not been losing students	02:05:48
21	reflective of that as well, whether	02:04:44	21	because of the efforts to welcome all	02:05:51
22	that will anticipate an impact?	02:04:47	22	of our students and to work with them	02:05:53
23	DR. BONITATIBUS: We already	02:04:52	23	one on one.	02:05:58
24	have -- I would say -- you know, tiered	02:04:54	24	MR. FRISCH: Ms. Omeish, I'll	02:05:59
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1	give you another fifteen seconds, since	02:05:59	1	at some of those metrics and the data	02:06:39
2	the team -- your clock went over into	02:06:01	2	points that we shared with the board in	02:06:42
3	the speaker's time.	02:06:03	3	the slide, in the report and, certainly	02:06:44
4	MS. OMEISH: Yeah. I was	02:06:04	4	prepare information. Again, the board	02:06:47
5	wondering what happened there. The	02:06:05	5	would receive the annual report of	02:06:50
6	final question I'll ask now is for	02:06:08	6	students admitted into the freshman	02:06:54
7	staff regarding how we're going to	02:06:09	7	class based on demographics, so that	02:06:56
8	monitor afterwards. What is that plan,	02:06:11	8	would be the first step. Looking at	02:06:58
9	you know, as we review so we can	02:06:14	9	the feedback from parent surveys,	02:07:00
10	recalibrate or revisit based on the	02:06:15	10	student engagement survey, parent	02:07:02
11	results.	02:06:19	11	engagement survey, and then developing	02:07:05
12	And of course, go back.	02:06:20	12	those two new metrics around students	02:07:07
13	I'll have a go back.	02:06:22	13	who perhaps see themselves and parents	02:07:11
14	DR. BRABRAND: Marty, you want	02:06:25	14	who see their child at the school.	02:07:13
15	to?	02:06:25	15	So those are the pieces	02:07:16
16	DR. BONITATIBUS: Are you talking	02:06:26	16	we're essentially working to develop.	02:07:17
17	about the ongoing monitoring?	02:06:27	17	Pulling that information together for a	02:07:19
18	MS. OMEISH: Sorry.	02:06:29	18	report to the board early in the fall	02:07:22
19	Moving forward. So we're	02:06:30	19	would be good if -- end of summer might	02:07:25
20	changing the plan now. We're going to	02:06:31	20	be pushing a bit, but at least early in	02:07:29
21	have to continue to revisit, right? To	02:06:33	21	the fall, so that if you're going to	02:07:31
22	make sure it's successful in implanting	02:06:35	22	make any changes or enhancements to the	02:07:33
23	it?	02:06:38	23	program, we can do that sooner than	02:07:36
24	DR. BRABRAND: So we would look	02:06:39	24	later. So that we can in good stead	02:07:39

34 (Pages 130 to 133)

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1	for the admissions process in begin in	02:07:42	1	MR. FRISCH: It's the same.	02:08:41
2	November to December.	02:07:45	2	Maybe try it with your camera off.	02:08:43
3	MS. OMEISH: Thanks.	02:07:48	3	MS. SIZEMORE HEIZER: Yeah, I'll	02:08:45
4	MR. SMITH: And while all of that	02:07:49	4	try that.	02:08:46
5	is very systematic, I know as Ms.	02:07:51	5	Is that better?	02:08:46
6	Pekarsky said, we would also be looking	02:07:53	6	MR. FRISCH: Not at all. Sorry.	02:08:47
7	at that anecdotal, working very closely	02:07:56	7	MS. SIZEMORE HEIZER: (Inaudible)	
8	with the school, very closely with the	02:07:57	8	my phone. That seemed to work last	02:08:48
9	region office, I'm sure that our equity	02:07:59	9	time, so I will do that (inaudible) if	02:08:50
10	office would be very highly engaged in	02:08:02	10	that's okay.	02:08:52
11	the getting feedback. We can do focus	02:08:04	11	MR. FRISCH: Okay.	02:08:53
12	groups, we can do a lot to engage	02:08:06	12	Mrs. Derenak Kaufax?	02:08:54
13	students and families after this very	02:08:09	13	MS. DERENAK KAUFAX: Yes. Thank	02:08:57
14	momentous change to the process.	02:08:12	14	you. So as I have stated many times	02:08:58
15	MR. FRISCH: Thank you.	02:08:17	15	during many years, TJ is simply one	02:09:03
16	Up next we have Ms. Sizemore	02:08:19	16	data point that highlights the fact	02:09:08
17	Heizer.	02:08:21	17	there's an imbalance in your system,	02:09:10
18	MS. SIZEMORE HEIZER: Thank you.	02:08:22	18	there's an imbalance in academic	02:09:13
19	Thank you. The video is going very	02:08:24	19	offerings and academic achievement and	02:09:14
20	slow. I happen to agree with my	02:08:28	20	equity across FCPS, and we have to take	02:09:17
21	colleagues (inaudible).	02:08:32	21	responsibility for that as well as the	02:09:21
22	MR. FRISCH: Your mic is a bit --	02:08:37	22	pipeline. There have been many	02:09:23
23	MS. SIZEMORE HEIZER: Can you	02:08:39	23	systemic issues. I brought those up on	02:09:26
24	hear me?	02:08:40	24	the October 22nd work session, where my	02:09:30
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1	colleagues supported my amendments, and	02:09:33	1	math curriculum looks like? And how	02:10:38
2	while I appreciate the many attempts	02:09:37	2	can we start to change that, my first	02:10:40
3	that have been made through the years,	02:09:39	3	question.	02:10:43
4	what we have before us today is to open	02:09:41	4	DR. BRABRAND: Sure.	02:10:43
5	opportunities for more students, but my	02:09:44	5	Thanks, Ms. Derenak Kaufax.	02:10:44
6	frustration continues to lie in the	02:09:47	6	I'm going to let Dr. (inaudible) make a	02:10:45
7	fact that until we make changes	02:09:49	7	few remarks. I totally agree, you	02:10:46
8	regionally, analyzing, comparing and	02:09:52	8	know, I referenced your -- your October	02:10:49
9	ensuring equity in our math and science	02:09:54	9	piece just a few minutes ago, actually.	02:10:53
10	curriculum in all elementary schools	02:09:57	10	Because it is a great road map that the	02:10:57
11	and providing an analysis of systemics	02:09:59	11	board supports the pipeline, needs to	02:10:59
12	extracurriculars and ensuring	02:10:02	12	be addressed, curriculum in every	02:11:01
13	accountability be it the RAZ, be it	02:10:03	13	school needs to be addressed, that	02:11:03
14	Mark Greenfelder's office, or	02:10:06	14	their standards of teaching and	02:11:04
15	division -- of another division of	02:10:06	15	instruction are the same teaching	02:11:06
16	instructional services, I believe this	02:10:10	16	standards across the county schools.	02:11:07
17	has to be done in parallel.	02:10:13	17	You had your finger on the pulse that	02:11:11
18	So Dr. Brabrand, my first	02:10:15	18	we got to be sure that's the reality	02:11:13
19	question is to you. What can we do to	02:10:16	19	because that's not the perception in	02:11:16
20	ensure that this will happen? Will	02:10:23	20	many communities, and it's not your	02:11:18
21	there be some kind of look to see at	02:10:24	21	perception either as a board member. I	02:11:20
22	what's -- are the impediments to the	02:10:28	22	mean, I think that's honest feedback	02:11:23
23	numbers, where we are, and what do	02:10:31	23	you've given -- you've given me.	02:11:25
24	our -- what do our STEM and science and	02:10:34	24	MS. DERENAK KAUFAX: I have.	02:11:27

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1	But it's not my perception.	02:11:28	1	those, but we're going to have to	02:12:20
2	It's my reality. You can tell it by	02:11:29	2	double down on those opportunities as	02:12:22
3	the data points, and how many people	02:11:31	3	of the first years of school and stick	02:12:24
4	get in from schools in my area, and I	02:11:32	4	with them throughout.	02:12:26
5	don't think it's necessarily some of	02:11:36	5	Dr. Presidio, is there other	02:12:27
6	these tweaking issues we're going to	02:11:37	6	things you'd like to share as well from	02:12:29
7	do, and we've had long conversations	02:11:39	7	Ms. Derenak Kaufax's comments?	02:12:31
8	about --	02:11:40	8	DR. PRESIDIO: Sure.	02:12:34
9	DR. BRABRAND: Yeah. I will say	02:11:41	9	Just real briefly, I would	02:12:35
10	one thing I think the local norms that	02:11:42	10	say we actually started a deep dive as	02:12:37
11	we -- the board just agreed on last	02:11:45	11	a leadership team on the question of	02:12:40
12	week will help begin to enhance the	02:11:46	12	advanced math last year, and made some	02:12:42
13	speed of talent development, the	02:11:50	13	pretty good progress in terms of the	02:12:45
14	addition of young scholars will be able	02:11:53	14	equity of access of opportunities. But	02:12:48
15	to do that work even earlier than	02:11:55	15	we still have a lot of work to do, and	02:12:51
16	second grade. Part of one of our new	02:11:57	16	this year's you know, focus on	02:12:52
17	areas, I think that Dr. Presidio can --	02:12:00	17	virtual -- successful virtual learning,	02:12:55
18	and I'll let him speak more. We're	02:12:01	18	obviously interrupted that work. But	02:12:57
19	going to have to focus on that preK-2	02:12:03	19	we are working on a plan that will have	02:13:00
20	at a much deeper level than we have	02:12:07	20	us ensure that we have equity of access	02:13:04
21	ever. We started making the	02:12:10	21	and opportunity, as you said, Ms.	02:13:06
22	assessments at second grade, first and	02:12:11	22	Derenak Kaufax, of math offerings,	02:13:08
23	second. And that's so early in the	02:12:14	23	that's part of our AAP plan, equity	02:13:11
24	development of a child to be making	02:12:17	24	plan as Dr. Brabrand mentioned. The	02:13:14
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1	local norms will expand access. So	02:13:17	1	to staff it with their local resources.	02:14:16
2	that work last week by the board is the	02:13:20	2	So that would be another area where we	02:14:19
3	huge step in the right direction. And	02:13:22	3	need to have some future discussion	02:14:21
4	we also have a plan to implement local	02:13:25	4	with the board related to program	02:14:23
5	level floor programs in the remaining	02:13:29	5	expansion.	02:14:26
6	approximately 40 elementary schools	02:13:32	6	MS. DERENAK KAUFAX: All right.	02:14:30
7	that do not have a local level floor	02:13:34	7	Thank you. So regarding	02:14:32
8	plan. And that is in the strategic	02:13:38	8	where we are today, I want to start	02:14:33
9	plan and we have a three year timeline	02:13:39	9	with our approach. The fact that we	02:14:35
10	to get that completed. And all of that	02:13:41	10	haven't had a public hearing on this, I	02:14:38
11	is related to ensuring we have equity	02:13:45	11	feel is a mistake. And Dr. Brabrand, I	02:14:41
12	of access to advanced math course	02:13:48	12	have a question for you on your	02:14:44
13	offerings.	02:13:50	13	timeline. Is it flexibility or can we	02:14:45
14	You also mentioned STEM.	02:13:50	14	revisit the decision -- the next	02:14:50
15	And I would point out that we have some	02:13:52	15	Thursday's meeting, and have a public	02:14:51
16	really innovative STEM programming and	02:13:55	16	hearing in January and then allow for	02:14:53
17	a lot of central office support in	02:13:59	17	more time in decision making into	02:14:56
18	terms of the curriculum materials,	02:14:01	18	January?	02:14:59
19	resources, and professional development	02:14:02	19	DR. BRABRAND: We're on a	02:15:00
20	that's offered. But that is not a	02:14:04	20	pretty -- pretty tight timeline, Mr.	02:15:01
21	funded program, and it is not a	02:14:06	21	Smith and Mr. Shugart -- we're pretty	02:15:04
22	required program in Fairfax. So it is	02:14:08	22	up to the wall. Do you have what would	02:15:07
23	something that schools have the	02:14:11	23	be the very latest date? I recall the	02:15:10
24	discretion to determine if they're able	02:14:13	24	17th was getting pretty doggone close.	02:15:13

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1	Mr. Smith?	02:15:16	1	the timing, I think that it would be	02:16:15
2	MR. SMITH: That was it, Dr.	02:15:17	2	difficult for us to not have the vote	02:16:17
3	Brabrand, and I'm using no camera	02:15:19	3	on the 17th. I'm not saying there	02:16:19
4	because I have a slow connection today.	02:15:21	4	couldn't possibly be a public hearing,	02:16:22
5	We run into issues around ensuring we	02:15:25	5	but there would be no time for -- at	02:16:24
6	have the right individuals in place as	02:15:28	6	least for us to move forward beyond	02:16:26
7	part of the selection process, that we	02:15:31	7	January -- I'm sorry -- beyond December	02:16:30
8	the right training in place for those	02:15:34	8	to actually get a class seated.	02:16:33
9	individuals would be part of the	02:15:35	9	MS. DERENAK KAUFAX: Okay.	02:16:38
10	process, getting information out to	02:15:37	10	I'm going to work offline	02:16:39
11	families, going through that	02:15:40	11	just to understand that a little bit	02:16:40
12	information, remembering that there are	02:15:41	12	better. I am for reinstating teacher	02:16:45
13	only a few individuals in the TJ	02:15:44	13	recommendations, but this has to be	02:16:47
14	admissions office. We are normally	02:15:46	14	tightly standardized with a rubric, and	02:16:51
15	well beyond and through a particular	02:15:49	15	I'm wondering if you had talked about	02:16:55
16	point at this normal time of year as	02:15:52	16	that? I have many, many, many	02:16:57
17	part of the process, and so we'll be	02:15:56	17	antidotal stories through the years of	02:17:01
18	working very hard now to ensure that we	02:15:58	18	how teachers in one county -- one part	02:17:03
19	have students seated by the end of the	02:16:00	19	of the county are much more adept. In	02:17:06
20	year.	02:16:06	20	fact, teachers that are really -- may	02:17:08
21	MS. DERENAK KAUFAX: So no	02:16:07	21	have never been asked to write a TJ	02:17:11
22	flexibility you're saying at this point	02:16:07	22	recommendation, and where do they	02:17:13
23	for a public hearing of any sort?	02:16:09	23	begin? So I see this as both ways,	02:17:14
24	MR. SMITH: So -- so in terms of	02:16:14	24	right? There is that situation, which	02:17:18
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1	is -- which is not equitable. Because	02:17:22	1	recommendations has been a part of the	02:18:18
2	it's -- it's asking a professional to	02:17:25	2	application process for many years, and	02:18:21
3	write something who is then dept at	02:17:28	3	we do have an evaluation tool in place	02:18:24
4	this, and does it, and somebody who is	02:17:30	4	to be able to go through that process	02:18:27
5	coming in from the outside, who might	02:17:32	5	and look at it. Our teacher	02:18:28
6	have never done it. It's certainly not	02:17:34	6	recommendation currently is a multipart	02:18:30
7	going to be the same recommendation.	02:17:36	7	recommendation, so there are	02:18:33
8	But I also see the merit in having the	02:17:38	8	questions -- it's kind of I would say	02:18:36
9	recommendation for those kids whose	02:17:43	9	at a very high level, it's a	02:18:38
10	families may not understand what a big	02:17:46	10	questionnaire where the teachers	02:18:40
11	deal this is, or may not even see their	02:17:48	11	respond to a series of questions about	02:18:42
12	own kid's potential.	02:17:50	12	the individual student's academic,	02:18:45
13	So have you talked about the	02:17:53	13	along with the actual written portion.	02:18:47
14	rubric, would you construct one fairly	02:17:54	14	So there's very specific written	02:18:51
15	quickly? Because I think the	02:17:57	15	questions they write to, along with an	02:18:52
16	recommendation, if reinstated must be	02:17:59	16	open free response, and I know many	02:18:54
17	standardized and must be tight.	02:18:02	17	years ago prior to me being in the	02:18:57
18	MR. SMITH: So I'll let Jeremy	02:18:05	18	office, there was a way in terms of	02:19:00
19	talk about the recommendation process	02:18:07	19	even more standardization. I think in	02:19:04
20	because there is a standardization to	02:18:09	20	terms of what Ms. Derenak Kaufax what	02:19:06
21	it now. But Jeremy can you speak a	02:18:11	21	you're talking about in terms of the	02:19:09
22	little bit more about it?	02:18:12	22	summary briefs and pieces that go along	02:19:11
23	MR. SHUGHART: Sure.	02:18:17	23	with that. And I do believe we can go	02:19:13
24	So the teacher	02:18:18	24	back and reconnect on those really	02:19:15

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1	quickly and be able to look at the	02:19:17	1	appreciate the more -- at this point --	02:20:20
2	pieces we currently have in place and	02:19:20	2	the holistic review pathway with	02:20:22
3	how we can modify those and make that	02:19:22	3	regions.	02:20:25
4	sure those can work if we were to	02:19:25	4	And please put me on a go	02:20:26
5	re-implement a teacher recommendation	02:19:28	5	back, as I have a few more questions.	02:20:27
6	into the process.	02:19:30	6	MR. FRISCH: (Inaudible).	
7	MS. DERENAK KAUFAX: Okay.	02:19:33	7	MS. OMEISH: Muted, Carl.	02:20:34
8	MR. SHUGHART: To add to that,	02:19:34	8	MR. FRISCH: I had to do it at	02:20:37
9	that teacher recommendation form and	02:19:36	9	least once.	02:20:39
10	process was something that was worked	02:19:39	10	The only other person before	02:20:40
11	on. The program -- well, it's	02:19:42	11	me would be Ms. Meren, do you want to	02:20:42
12	currently (inaudible). So we certainly	02:19:44	12	take a turn here?	02:20:45
13	can work with them to, you know, kind	02:19:47	13	MS. SIZEMORE HEIZER: Mr. Frisch,	02:20:46
14	of look at that all over again, and	02:19:49	14	I haven't spoken yet, Ms. Sizemore	02:20:47
15	make sure that we're where we need to	02:19:51	15	Heizer.	02:20:48
16	be, so that that way it's not providing	02:19:54	16	MR. FRISCH: Oh, right. I	02:20:49
17	biases or intentional biases within	02:19:58	17	forgot.	02:20:49
18	that office.	02:20:00	18	You're joining us by	02:20:50
19	MS. DERENAK KAUFAX: So I will	02:20:03	19	telephone.	02:20:52
20	put that as a next step you can provide	02:20:03	20	MS. SIZEMORE HEIZER: I'm on my	02:20:53
21	us something in draft at the very least	02:20:07	21	cellphone.	02:20:54
22	if we're going to change that for -- if	02:20:09	22	MR. FRISCH: Ms. Sizemore Heizer.	02:20:55
23	next Thursday's vote remains the same.	02:20:14	23	MS. SIZEMORE HEIZER: Thanks.	02:20:58
24	So right now, I do	02:20:16	24	Thank you. I appreciate you can	02:20:58
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1	actually see my video because I'm using	02:21:00	1	easily qualify through problem solving	02:21:47
2	two different pieces of technology, so	02:21:01	2	essays and (inaudible) but have that	02:21:49
3	appropriate for a STEM conversation.	02:21:04	3	aptitude and passion for -- I'm talking	02:21:51
4	So anyway -- so thank you. Thanks for	02:21:06	4	specifically about our choice	02:21:53
5	all my colleagues comments. I wouldn't	02:21:09	5	exceptional kids. My kiddo is choice	02:21:54
6	repeat what people have said, but I	02:21:11	6	exceptional in music, but if you had to	02:21:57
7	wanted to put in a strong plug for both	02:21:12	7	put him through a problem solving essay	02:21:58
8	the minimum caps. I think Ms. Cohen	02:21:15	8	and a student information sheet with	02:22:00
9	said it well. We don't want to	02:21:17	9	his language difficulties, he would	02:22:02
10	unintentionally hurt anybody for whom	02:21:19	10	never qualify even though he's a school	02:22:04
11	this has been their dream, but we want	02:21:21	11	savant. I think we need to be really	02:22:05
12	make sure we, you know, include a	02:21:23	12	careful to keep in mind that students	02:22:07
13	diverse population who have an aptitude	02:21:26	13	with disabilities are also	02:22:09
14	and passion for STEM, so I think that	02:21:28	14	underrepresented, and we want to make	02:22:11
15	is a great start.	02:21:29	15	sure we have a process where they can	02:22:12
16	Teacher recommendations, I	02:21:31	16	be identified. So I think teacher	02:22:14
17	also wanted to put something out there	02:21:32	17	recommendations are super important	02:22:15
18	that I think is very important. I	02:21:33	18	there.	02:22:18
19	understand there is a variance across	02:21:35	19	In terms of -- I agree very	02:22:18
20	the county and some of that maybe	02:21:37	20	wholehearted with Ms. Derenak Kaufax	02:22:21
21	addressed by both training and really	02:21:38	21	about needing to build a pipeline.	02:22:23
22	using of the data point, but I want to	02:21:42	22	I've said before TJ is a symptom and	02:22:24
23	point out that I think teacher	02:21:43	23	not a problem, and while we need to	02:22:26
24	recommendations for kids who may not as	02:21:45	24	address the symptom, we need to fix the	02:22:28

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1	problem. I also have concerns about	02:22:31	1	our diverse population does not just	02:23:23
2	our accountability metrics, and I'd	02:22:34	2	have access at TJ, but really thrive in	02:23:24
3	like to speak to those briefly before I	02:22:35	3	TJ and can access and learn and benefit	02:23:28
4	go onto my other concerns. I think	02:22:37	4	from all the amazing things TJ has to	02:23:31
5	it's very important to measure our	02:22:40	5	offer.	02:23:34
6	caring culture, and make sure all of	02:22:41	6	So I'd like to put that out	02:23:35
7	our students are accepted and welcomed	02:22:43	7	there that I think it's a really	02:23:36
8	at TJ, but and I also think we're	02:22:45	8	important metric to measure what we	02:23:37
9	making two fairly drastic changes to	02:22:47	9	have done. I also have questions	02:23:40
10	our admissions policy. We're drafting	02:22:50	10	regarding the problem solving essay and	02:23:41
11	the test and we're adding regional	02:22:52	11	the student information sheet	02:23:44
12	pathways, and we need to measure the	02:22:53	12	specifically that it's looking to	02:23:46
13	effective vote, and we need to also	02:22:56	13	measure the portrait of a graduate's	02:23:47
14	make sure that our students are not	02:22:57	14	skills. My concern is while the skills	02:23:49
15	just welcomed at TJ, but really	02:22:59	15	are very important for all of our	02:23:52
16	thriving at TJ. It's not just about	02:23:00	16	students, including TJ students, there	02:23:54
17	admissions, it's about success. So I	02:23:02	17	seems to be a deemphasis on STEM	02:23:56
18	really would love to see as a next	02:23:05	18	skills, and since this is a STEM	02:23:59
19	steep, and I send a message regarding	02:23:07	19	focused school, can someone talk to me	02:24:01
20	retention, regarding consistent and	02:23:10	20	a little bit more about the STEM	02:24:03
21	equivalent to the diversity makeup of	02:23:12	21	skills. Even a problem solving essay,	02:24:04
22	the school, TJ, utilization of the most	02:23:14	22	seems to be as much about writing as it	02:24:06
23	advanced classes and labs at TJ.	02:23:17	23	is about the STEM (inaudible).	02:24:11
24	Because my goal is to make sure that	02:23:20	24	So (inaudible). Look at	02:24:13
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1	that. Perfect timing. I'll need a go	02:24:15	1	and so those questions would be formed	02:25:09
2	back, Mr. Frisch.	02:24:18	2	and the student's responses would be	02:25:11
3	MR. FRISCH: Yup. I've got you.	02:24:19	3	developed so that way they would be	02:25:14
4	MS. SIZEMORE HEIZER: Thank you.	02:24:21	4	eliciting the responses toward that	02:25:15
5	MALE SPEAKER: Did you folks	02:24:22	5	end.	02:25:19
6	catch that last question about STEM?	02:24:22	6	Additionally, those are also	02:25:20
7	MR. SMITH: I'll let Jeremy talk	02:24:26	7	elements that are going to contribute	02:25:21
8	about the -- the student information	02:24:30	8	to ensuring that students are	02:25:24
9	sheet, and how it elicits information	02:24:31	9	successful or what we would believe	02:25:25
10	regarding STEM and a passion for	02:24:34	10	would contribute to identifying	02:25:27
11	science, so Jeremy, can you talk a	02:24:37	11	successful students while they're at	02:25:29
12	little bit about that and knowing that	02:24:39	12	TJ. The one piece about the problem	02:25:33
13	we're also developing other areas that	02:24:42	13	solving essay is not about writing. It	02:25:35
14	can use the foundational aspects of the	02:24:46	14	truly is about the ability to solve and	02:25:38
15	portrait of a graduate to get to that	02:24:50	15	work through problem solving. At one	02:25:41
16	passion for STEM and science. So	02:24:52	16	point in time years ago, it was more	02:25:45
17	Jeremy?	02:24:55	17	about a persuasive essay in terms of	02:25:48
18	MR. SHUGHART: Right.	02:24:56	18	how you would write and respond to a	02:25:50
19	So the intention there was	02:24:56	19	topic, but a number of years ago, we	02:25:53
20	is that while it's -- it's the portrait	02:24:58	20	transitioned to a problem solving	02:25:55
21	of a graduate in the 21st Century	02:25:00	21	essay. The problem solving essay is a	02:25:57
22	skills. Those are grounded in the	02:25:01	22	math or science based problem with	02:25:59
23	importance of how that relates to the	02:25:04	23	multiple variables where the students	02:26:01
24	STEM schools and being a student at TJ,	02:25:05	24	themselves have to solve the problem,	02:26:03

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1	provide a solution, along with	02:26:05	1	there are elements there that are really	02:26:59
2	providing how they solved that problem.	02:26:08	2	about the science and math skills and	02:27:02
3	So we're asking them multiple --	02:26:12	3	abilities within that problem solving	02:27:04
4	multiple ways in which they're	02:26:13	4	aspect.	02:27:06
5	answering the problem. One is they	02:26:15	5	MS. SIZEMORE HEIZER: I still	02:27:07
6	need to provide a solution to the	02:26:17	6	think they're writing their answer.	02:27:07
7	problem. Did they come up with a	02:26:19	7	I'll explain more of my concern about	02:27:09
8	quote, unquote, answer. But the second	02:26:20	8	your answer on the go back.	02:27:11
9	part of that is actually starting to	02:26:23	9	MR. FRISCH: Go back. All right.	02:27:12
10	evaluate them in terms of their ability	02:26:26	10	MR. SMITH: I'll add also,	02:27:13
11	to think through the problem. Did they	02:26:28	11	Jeremy, for those students who may have	02:27:15
12	use, you know, different skills to be	02:26:32	12	difficulty with writing and who may	02:27:17
13	able to go through this? Or did they	02:26:33	13	have it noted in their IEPs, we do	02:27:20
14	just use brute force. How are they	02:26:35	14	follow accommodations that are written	02:27:21
15	explaining that? It is in essay form	02:26:36	15	within the IEPs and provide those	02:27:24
16	in terms of their response, so yes,	02:26:39	16	accommodations for all aspects of the	02:27:25
17	they're writing it out and sharing that	02:26:41	17	process. So a student wouldn't be	02:27:28
18	information with us.	02:26:43	18	disadvantaged for writing as part of	02:27:30
19	But we're looking at -- because	02:26:44	19	the student information sheet or the	02:27:34
20	it's a timed essay and it's in a proctored	02:26:47	20	student profile.	02:27:37
21	environment, we're not looking for a	02:26:50	21	MR. SHUGHART: Correct.	02:27:38
22	refined essay, per se. We're really	02:26:51	22	We do provide all	02:27:38
23	looking at what was their thought process.	02:26:54	23	accommodations based upon their IEPs,	02:27:40
24	How did they approach the problem? And	02:26:56	24	504 plans or even for our English	02:27:42
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1	language learner students that have	02:27:44	1	practices? Although, I know TJ is a	02:28:46
2	that as well, yes.	02:27:45	2	different kind of animal in that way,	02:28:49
3	MR. FRISCH: All right.	02:27:50	3	but I think as I listen to all of these	02:28:51
4	Ms. Meren?	02:27:50	4	particulars, I still have this	02:28:53
5	MS. MEREN: Yes. Thank you.	02:27:53	5	unwavering sight on how do we create	02:28:56
6	I've been listening to everything, and	02:27:53	6	more access for the most students in	02:28:59
7	just taking it all in. You know, I	02:27:55	7	this public school system? TJ is	02:29:02
8	agree with the ideas that are being	02:27:59	8	something very special, but everyone	02:29:06
9	shared about, you know, caps and you	02:28:01	9	should have the chance to go for it, so	02:29:08
10	know, looking at minimum as opposed to	02:28:03	10	I agree with the conversations. It's	02:29:10
11	maximum or instead of a maximum. I	02:28:06	11	not just about the admissions. It's	02:29:12
12	also agree with what's been said about	02:28:09	12	the must more holistic approach.	02:29:15
13	looking at a level more granular than	02:28:12	13	So, you know, I just	02:29:18
14	the regions, looking at those pipelines	02:28:17	14	continue to listen to all the	02:29:19
15	per school.	02:28:18	15	conversations and the details, but I'm	02:29:20
16	Another thought that I'm	02:28:19	16	eager to get back up to that policy	02:29:23
17	having is, you know, do have other	02:28:22	17	level discussion that the board has and	02:29:25
18	magnet schools in FCPS, none are as --	02:28:24	18	what we're trying to say with our	02:29:28
19	seems to have as much competition as	02:28:30	19	decision. And then there are always	02:29:29
20	TJ, but there are the art schools and	02:28:32	20	going to be things, you know, details	02:29:32
21	(inaudible) Hunter Mill, so I think --	02:28:36	21	to worry about and figure out, but I'm	02:29:34
22	I'm just also thinking are the policies	02:28:38	22	egger for us to figure out what the	02:29:37
23	and practices we're putting in place	02:28:40	23	board is -- is going to be	02:29:38
24	here, do they dovetail with those other	02:28:43	24	demonstrating with our decision. Thank	02:29:41

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1	you.	02:29:45	1	That's option 1. Option 2, to keep us	02:30:33
2	MR. FRISCH: Thank you, Ms.	02:29:45	2	at 45 seconds, because that's the only	02:30:36
3	Meren.	02:29:46	3	realistic way we're going to end at the	02:30:38
4	All right. It is now my	02:29:46	4	time we said, 5:15. So, I'm going to	02:30:41
5	turn, so we're going to go ahead and	02:29:48	5	ask if everyone can lower their hands,	02:30:46
6	pass the megaphone of the meeting onto	02:29:50	6	we have a list of folks who want to	02:30:47
7	Ms. Omeish. Ms. Omeish, do you want to	02:29:52	7	speak.	02:30:50
8	take over?	02:29:54	8	FEMALE SPEAKER: Can I have a	02:30:50
9	MS. OMEISH: Well, here I am. So	02:29:57	9	point of order?	02:30:52
10	thank you, Mr. Frisch.	02:29:58	10	MR. FRISCH: Yes.	02:30:53
11	MR. FRISCH: Okay. Thank you.	02:30:01	11	MS. OMEISH: Go ahead.	02:30:54
12	MS. OMEISH: No, no. Thank you.	02:30:02	12	FEMALE SPEAKER: Can we make it	02:30:55
13	Okay, folks. So time check,	02:30:04	13	two minutes?	02:30:58
14	we're at 4:30. So realistically, with	02:30:05	14	MR. FRISCH: If I should just --	02:31:00
15	go backs right now we're going to	02:30:08	15	do you mind?	02:31:02
16	need -- if we want to do a reasonable	02:30:11	16	MS. OMEISH: Go ahead.	02:31:04
17	amount of time for go backs, we might	02:30:15	17	MR. FRISCH: So I haven't spoken	02:31:05
18	have to consider two options, so I'm	02:30:16	18	yet, and I fear that we're going to end	02:31:06
19	going to pose a quick poll to the	02:30:17	19	up at only having an hour for an -- so	02:31:08
20	board, and see how we want to proceed.	02:30:20	20	far ten people want go backs. I don't	02:31:13
21	We have option one, which is to have	02:30:22	21	think that we can do two minutes each	02:31:16
22	ninety-second go backs, but I'm going	02:30:26	22	in an hour. We just had three minutes	02:31:19
23	to ask that we extend the meeting by 30	02:30:28	23	each and it took an hour and a half,	02:31:22
24	minutes to put us at 5:45. Okay?	02:30:30	24	so --	02:31:30
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1	MS. MCLAUGHLIN: Mr. Frisch, this	02:31:30	1	that's it. Then that way, if we want	02:32:20
2	is Megan McLaughlin. May I suggest a	02:31:32	2	to use that time for speaking, or	02:32:22
3	variation on your concern, if I may?	02:31:34	3	asking questions, we'd actually get	02:32:25
4	MR. FRISCH: Yeah.	02:31:38	4	more time that way. I like that,	02:32:27
5	MS. MCLAUGHLIN: So part of the	02:31:39	5	frankly.	02:32:29
6	reason it takes up so much time is	02:31:40	6	MS. MCLAUGHLIN: Yeah. Thank	02:32:32
7	because we ask questions, and staff	02:31:41	7	you.	02:32:34
8	responds, and that is what chews up	02:31:43	8	MS. OMEISH: (Inaudible).	
9	time. If we have our go backs at two	02:31:44	9	MR. FRISCH: Before we get down	02:32:35
10	minutes and board members can choose to	02:31:47	10	the road of everybody turning on their	02:32:36
11	ask staff within their two minutes or	02:31:49	11	mics to talk, Ms. Omeish, do you want	02:32:37
12	we just get two minutes to share with	02:31:52	12	to do a poll for us?	02:32:39
13	each other where we are right now.	02:31:54	13	MS. OMEISH: Yeah. I was going	02:32:42
14	MR. FRISCH: Meaning it would be	02:31:56	14	to say maybe we -- let's separate this.	02:32:42
15	total, not just your own time.	02:31:57	15	Because I think 2 minutes you'll you're	02:32:45
16	MS. MCLAUGHLIN: Yes.	02:32:02	16	barely saying anything if staff have to	02:32:47
17	MS. OMEISH: (Inaudible) as well.	02:32:03	17	respond. Just a thought.	02:32:48
18	Staff will be limited, but here is what	02:32:03	18	Let's first ask if folks are	02:32:50
19	we can do.	02:32:05	19	willing to extend, and then we can ask	02:32:52
20	MR. FRISCH: Ms. Omeish, what	02:32:07	20	about the time. Okay? So let's start,	02:32:54
21	Ms. McLaughlin is saying is that, you	02:32:09	21	vote number one, please put your hand	02:32:56
22	know, if we each had two minutes total,	02:32:12	22	down if it's up. Option A is to stay	02:32:58
23	total meaning like answer my questions	02:32:16	23	on time right now, and we're going to	02:33:02
24	in that two minutes as well. But	02:32:18	24	fit the time it's going to require,	02:33:04

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1	which this is probably 45 seconds.	02:33:05	1	appointments.	02:34:17
2	Option B is to extend, and	02:33:07	2	MS. OMEISH: Yeah.	02:34:18
3	we determine what that is. So if you	02:33:10	3	So based on your suggestion,	02:34:18
4	are in favor of Option A to stay where	02:33:14	4	I left it indeterminate and we'll vote	02:34:21
5	we're going to end at 5:15 with 45	02:33:16	5	on that part after this, as to whether	02:34:22
6	second go backs, raise your hand. Okay	02:33:19	6	it's --	02:34:26
7	so that is five. Please lower your	02:33:29	7	MS. MCLAUGHLIN: My suggestion	02:34:26
8	hands.	02:33:36	8	fits within 5:45. It fits within 5:45.	02:34:27
9	If you're in favor of B, to	02:33:39	9	MR. FRISCH: We can talk about	02:34:31
10	extend, for an undetermined amount.	02:33:40	10	this aspect of it until 5:45, if we	02:34:32
11	MS. MCLAUGHLIN: No, no. Until	02:33:46	11	want.	02:34:35
12	5:45. We're extending until 5:45 as	02:33:47	12	MS. OMEISH: Based on the hands,	02:34:36
13	the option.	02:33:54	13	we actually have to stay until 5:15, it	02:34:37
14	MS. OMEISH: You suggested	02:33:54	14	seems. We have only three hands up	02:34:42
15	different time options, so if this	02:33:56	15	right now, and I saw four. I think, so	02:34:43
16	passes, we're going to decide between	02:33:59	16	the majority has.	02:34:46
17	those options.	02:34:03	17	MS. MCLAUGHLIN: Ms. Omeish, I	02:34:48
18	MS. MCLAUGHLIN: No.	02:34:05	18	was talking to you rather getting	02:34:49
19	Ms. Omeish, it was two	02:34:05	19	clarity. If I'm voting for the other	02:34:50
20	different end times. One was 5:15, one	02:34:07	20	one -- is anybody else voting one way	02:34:52
21	was 5:45. How we then spend the time	02:34:09	21	or the other?	02:34:55
22	is the second vote. This is supposed	02:34:11	22	MS. OMEISH: So either way, folks	02:34:57
23	to be ended at 5:45. A lot of us	02:34:13	23	are voting right now and the majority	02:34:59
24	having public meetings or doctors	02:34:15	24	are at 5:15, so I.	02:35:01
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1	MS. KEYS-GAMARRA: Point of	02:35:05	1	MR. FRISCH: Okay.	02:36:08
2	clarification, I was waiting for the	02:35:05	2	We'll just jump right in. I	02:36:10
3	two minute overall to vote on. Because	02:35:08	3	have a very macro question to kind of	02:36:11
4	that's the reason I haven't voted,	02:35:13	4	get us going, and I'd be interested	02:36:14
5	so --	02:35:15	5	hearing from anybody on staff, Marty	02:36:16
6	MS. OMEISH: Okay. We'll do it	02:35:15	6	or -- I'm sorry. Mr. Smith or Dr.	02:36:18
7	over. Everybody lower your hands. We	02:35:17	7	Brabrand, or whoever would like to	02:36:19
8	got to do this quickly because	02:35:18	8	respond.	02:36:22
9	otherwise, it defeats the purpose. We	02:35:19	9	During this long process,	02:36:24
10	have Option A, we're going to stay on	02:35:21	10	I'm curious what you might have learned	02:36:25
11	time at 5:15 at 45 seconds per member.	02:35:23	11	that you would maybe do differently as	02:36:27
12	We have Option B, at this point it's 90	02:35:25	12	a result of what's happened, and you	02:36:30
13	questions and we're going to end at	02:35:28	13	know, what you might do differently if	02:36:33
14	5:45. Option A, if you're in favor of	02:35:31	14	you had an opportunity do this all over	02:36:35
15	ending at 5:15 with 45 seconds, please	02:35:36	15	again.	02:36:42
16	raise your hand.	02:35:42	16	DR. BRABRAND: Wow. Forty-five	02:36:43
17	All right. That is the	02:35:45	17	seconds for that response?	02:36:45
18	majority, so we're going to be 45	02:35:48	18	MR. FRISCH: There's ten.	02:36:49
19	second go backs with -- ending at 5:15	02:35:50	19	DR. BRABRAND: I wanted things to	02:36:57
20	hopefully. So clerks, please take note	02:35:55	20	focus on equity. I would have liked	02:36:58
21	and we'll limit staff to the same time.	02:35:58	21	more time, time for the board, time	02:37:00
22	So with that, we'll -- Mr. Frisch, I	02:36:00	22	with the community, and we're out of	02:37:02
23	believe you're off for your first --	02:36:03	23	time to effect the admissions process	02:37:06
24	yeah. Go ahead.	02:36:05	24	for this year. We need to come up with	02:37:09

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1	something that's better, that is more	02:37:10	1	we, I think Dr. Brabrand, you said we	02:38:18
2	equitable, and that's what we brought	02:37:13	2	don't want anybody having this mental	02:38:20
3	you today, more time, and time without	02:37:14	3	thinking I'm not welcome there. As we	02:38:22
4	COVID, which we didn't have the luxury	02:37:18	4	think about how do we get people to	02:38:27
5	of this hit. The admissions data hit	02:37:20	5	open that door partway, so we can meet	02:38:29
6	right as COVID hit. More time.	02:37:23	6	them and invite them into the	02:38:30
7	MR. FRISCH: Mr. Smith?	02:37:27	7	application process, I'm concerned	02:38:32
8	MR. SMITH: Yeah, I would say	02:37:30	8	about a two tiered process engagement	02:38:35
9	outreach to the board sooner as part of	02:37:31	9	even if we're saying, you know, that	02:38:38
10	the process, and more opportunities for	02:37:34	10	students doesn't know where group	02:38:42
11	engagement with our stakeholders, and	02:37:37	11	they're in, you're going to have -- and	02:38:43
12	certainly we'll use some of this -- a	02:37:41	12	I think our principal indicated this is	02:38:49
13	lot of these lessons learned, as we	02:37:43	13	going to happen regardless, but your	02:38:51
14	think about making improvements and	02:37:44	14	going to have a population of people	02:38:53
15	enhancements in the future.	02:37:47	15	who are seen as not being as deserving	02:38:57
16	MR. FRISCH: Anybody else want to	02:37:51	16	to be there, and I'd be interested in	02:38:59
17	chime in? All right.	02:37:58	17	digging a little bit deeper on that	02:39:03
18	I ask that question because	02:38:01	18	front, and what can be done if that is	02:39:05
19	I -- you know -- as difficult as it is,	02:38:03	19	the option that goes forward to	02:39:09
20	every day is an opportunity to do	02:38:05	20	minimize that. Because it's not a	02:39:10
21	something differently, and do it	02:38:07	21	matter of people knowing whether --	02:39:12
22	something the way we want to do it.	02:38:08	22	which side of the ledger they're on.	02:39:15
23	Right? So as I think about this, you	02:38:12	23	There's going to be -- people are going	02:39:17
24	know, one of the things that concerns	02:38:14	24	to know there's a line to be on a side	02:39:20
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1	of. And how do we combat that?	02:39:22	1	my first round.	02:40:24
2	DR. BRABRAND: I don't know where	02:39:26	2	MS. OMEISH: No, no. That wasn't	02:40:24
3	we are in seconds, it is school	02:39:28	3	for you. That was for staff.	02:40:25
4	leadership, and what I think was Dr.	02:39:30	4	MR. FRISCH: I'm sorry. I	02:40:27
5	Bona said, that's powerful, everyone	02:39:32	5	apologize for not responding sooner.	02:40:29
6	with no tiers right now, our students	02:39:35	6	On the recruitment front,	02:40:31
7	still do it. Students say, how did you	02:39:39	7	you know, this is still something that	02:40:33
8	get here? How -- how did you get in?	02:39:40	8	concerns me a great deal. I want to be	02:40:36
9	So I think that is part of the culture	02:39:43	9	clear that when we talk about iterating	02:40:39
10	of working with students and staff to	02:39:46	10	out all of the different things we're	02:40:41
11	really talk about the kind of	02:39:50	11	going to do to amp up our recruitment	02:40:43
12	environment and care and culture that	02:39:52	12	efforts, recruitment being to the	02:40:46
13	we have and can even enhance at TJ.	02:39:54	13	application process, we're going to be	02:40:48
14	MR. SMITH: And I would just add	02:40:00	14	following the best practices, not just	02:40:51
15	that we go out to the students, we ask	02:40:02	15	checking a box off the many lists of	02:40:53
16	the students how we do this. You know,	02:40:03	16	things we're going to be doing.	02:40:55
17	as we think about staff, we think about	02:40:06	17	So for example, sending	02:40:57
18	principals and teachers, and we very	02:40:09	18	recruitment e-mails and letters to all	02:40:59
19	clearly have to engage with students	02:40:11	19	eligible students, are we going to be	02:41:01
20	and talk about this to get a better	02:40:12	20	designing these mailers -- first of	02:41:03
21	handle on it.	02:40:16	21	all, is that an either or, or is that a	02:41:05
22	MR. FRISCH: I know that's not my	02:40:19	22	yes/and.	02:41:07
23	time. This is my first round. I was	02:40:20	23	MR. SMITH: That's a yes/and.	02:41:10
24	just being text to find out if this was	02:40:22	24	MR. FRISCH: Are we were going to	02:41:11

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1	be designing these mailers physical	02:41:13	1	I guess that is my time now,	02:42:14
2	mailers to cut through the clutter, or	02:41:15	2	right?	02:42:17
3	is it going to look like a letter from	02:41:18	3	MS. OMEISH: Yes, that one is.	02:42:17
4	FCPS, a nondescript envelope that looks	02:41:23	4	DR. BRABRAND: And Mr. Frisch,	02:42:19
5	like anything else they get from FCPS?	02:41:27	5	one of my answers to Ms. Keys-Gamarra	02:42:20
6	MR. SMITH: It would very clearly	02:41:33	6	that is absolutely something I would	02:42:23
7	look like something from TJ office of	02:41:34	7	put in front of our chief equity	02:42:25
8	admissions inviting you into the	02:41:37	8	officer, Dr. Williams to really talk	02:42:26
9	process. I'm not saying --	02:41:39	9	about. Because you're talking about	02:42:29
10	MR. FRISCH: Because if you're a	02:41:43	10	even if first outreach is its own	02:42:31
11	parent whose never heard of TJ, why	02:41:43	11	message, right even how it comes is the	02:42:36
12	would you open that envelope? So what	02:41:47	12	first signal as to whether you should	02:42:38
13	I'm getting at is we need to think	02:41:51	13	apply, or this is not important. Keep	02:42:39
14	about each one of the these elements,	02:41:53	14	going. So we bring our equity team, we	02:42:43
15	and I'm very appreciative of the	02:41:54	15	weed in all of our stakeholders, MSAOC.	02:42:46
16	thought that's gone into how we're	02:41:55	16	MR. SMITH: Communications.	02:42:50
17	going to turn up the application	02:41:57	17	DR. BRABRAND: Culturally	02:42:52
18	process, but we need to take each one	02:41:59	18	responsive team to really say, let's	02:42:53
19	of these nuggets in isolation and	02:42:01	19	really make sure we do the outreach	02:42:55
20	think, what is actually the thing that	02:42:02	20	with the full equity lense, and I think	02:42:57
21	is going to get us in front of the	02:42:04	21	Mr. Smith already has a meeting with	02:42:59
22	eyeballs that we need to get in front	02:42:06	22	Dr. Williams set up to do this very	02:43:01
23	of in the way that the impactful verses	02:42:08	23	thing.	02:43:06
24	it's just a mailer.	02:42:11	24	MR. FRISCH: Well, I ended at the	02:43:06
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1	end of my sentence when the bell went,	02:43:08	1	I'm sorry I'm sitting here on 45	02:44:04
2	so I don't get to muscle one more.	02:43:10	2	seconds trying to set this up. I	02:44:06
3	MS. OMEISH: Yeah. You can have	02:43:12	3	appreciate your dedication, Dr.	02:44:09
4	a go back later.	02:43:13	4	Brabrand, but very disappointed that	02:44:11
5	MR. FRISCH: Continued. Thank	02:43:14	5	you and your team put us in this	02:44:14
6	you.	02:43:16	6	situation. I don't think we should've	02:44:17
7	MS. OMEISH: Okay 45 seconds,	02:43:17	7	had to be here, and I look forward to	02:44:18
8	we'll start with Ms. McLaughlin.	02:43:18	8	solving it with the board.	02:44:20
9	MS. MCLAUGHLIN: Okay.	02:43:28	9	MS. OMEISH: Ms. Keys-Gamarra.	02:44:26
10	You can get started. Real	02:43:29	10	MS. KEYS-GAMARRA: I'm going to	02:44:27
11	quick Dr. Brabrand, I appreciate what	02:43:32	11	use my time to ask the principal from	02:44:28
12	you said about time. Respectfully, as	02:43:34	12	TJ to give us her comments on these	02:44:31
13	you know, I feel like you put this on	02:43:36	13	teacher recommendations. Is she	02:44:33
14	us. The state didn't require us to do	02:43:39	14	available?	02:44:43
15	this amount before its filing in	02:43:41	15	DR. BRABRAND: Ann, do you want	02:44:44
16	October. You told us we had to pretty	02:43:42	16	to speak to that?	02:44:46
17	much dismantle the way we do TJ	02:43:45	17	DR. BONITATIBUS: Sure.	02:44:48
18	admissions and reconstruct it again. I	02:43:47	18	If I can go back and just	02:44:49
19	don't think it's responsible. I think	02:43:49	19	add onto my comments about teacher	02:44:51
20	the board is now having to come in with	02:43:51	20	recommendations.	02:44:53
21	stakeholders and having to fix a lot of	02:43:53	21	MS. KEYS-GAMARRA: Yeah. I mean,	02:44:54
22	changes that are too many in one year.	02:43:57	22	I am of the opinion that it can be	02:44:57
23	They're not provided by how we do best	02:43:59	23	problematic in a number of ways, and I	02:45:00
24	practices at elite universities, and	02:44:02	24	think we heard from a number of our	02:45:02

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1	board members who want to see that	02:45:04	1	What is teacher can say and talk to, is	02:46:06
2	reinstated, and I wanted to get your	02:45:06	2	a child's potential for growth, their	02:46:11
3	full comments on that.	02:45:09	3	love for STEM, and what they are as a	02:46:13
4	DR. BONITATIBUS: Sure.	02:45:12	4	learner. And potentially maybe we use	02:46:16
5	I think we need to recognize	02:45:13	5	some of these recommendations and to go	02:46:19
6	that there are inherent biases to any	02:45:14	6	to a board member's earlier point, they	02:46:23
7	kind of admissions process. We need to	02:45:16	7	can be used to help identify students	02:46:27
8	vacate that to the greatest degree	02:45:19	8	for other various special programs	02:46:31
9	possible. If there's a sentiment on	02:45:21	9	around FCPS.	02:46:33
10	behalf the board of reinstating teacher	02:45:24	10	MS. OMEISH: Sorry. Ms.	02:46:38
11	recommendations, I would -- I would	02:45:27	11	Keys-Gamarra. Just a reminder, folks	02:46:39
12	actually appeal to the board to think	02:45:30	12	who aren't speaking, please mute	02:46:40
13	about what we mean when we say	02:45:31	13	yourselves. There are a couple of	02:46:41
14	recommendations. It goes back to my	02:45:34	14	people with feedback. Go ahead, Ms.	02:46:42
15	earlier comments some narratives and	02:45:36	15	Keys-Gamarra.	02:46:46
16	perceptions and mythologies about a	02:45:40	16	MS. KEYS-GAMARRA: So as a next	02:46:46
17	student having to be at one level to	02:45:43	17	step, I think we need to take a deeper	02:46:47
18	be, quote, ready for TJ, verses being	02:45:46	18	dive too that because I don't want us	02:46:49
19	at a level that -- that is ready for	02:45:50	19	to shoot ourselves in the foot trying	02:46:51
20	growth, and so some of the teacher	02:45:53	20	to figure out where we've been. We've	02:46:54
21	recommendations sometimes are saying	02:45:55	21	done that for twenty years, and it	02:46:58
22	that a teacher is able to get a child	02:45:58	22	hasn't been very productive. I also	02:46:59
23	ready for TJ. No middle schoolteacher	02:46:01	23	just want to agree with Mr. Smith. I	02:47:02
24	can say if a child is ready for TJ.	02:46:03	24	think it was Mr. Smith that was talking	02:47:06
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1	about how students feel about applying.	02:47:09	1	bias that we have been struggling with	02:48:07
2	I can tell you anecdotally my sons were	02:47:11	2	for so long. Let's go ahead and focus	02:48:10
3	recommended to want to go to TJ and	02:47:14	3	on the merit lottery, which has been	02:48:14
4	given the reputation it has for	02:47:17	4	used successfully in many, many top	02:48:16
5	isolating students of color, they	02:47:20	5	high schools. Let's go ahead and have	02:48:18
6	simply did not want to go. And so we	02:47:21	6	the pathway be based by school, or by	02:48:20
7	do need to get more definitive	02:47:24	7	pyramid because we want to expand	02:48:24
8	information, but we also need to	02:47:27	8	opportunity. Let's continue to work.	02:48:27
9	realize there's a whole culture we need	02:47:28	9	Yes, we have pipeline work to do. We	02:48:30
10	to change. That's part of the reason	02:47:30	10	have recruitment to do. But I believe	02:48:32
11	we need to make significant changes	02:47:33	11	this work that's before us right now,	02:48:35
12	rather than small checking the boxes.	02:47:35	12	it's way overdue. The timing honestly,	02:48:37
13	I don't mean to say that. I'm ready to	02:47:39	13	for me, is never going to be right.	02:48:40
14	take this head on, so thank you.	02:47:42	14	But it's already overdue, so I'm fine	02:48:42
15	MS. OMEISH: Dr. Anderson.	02:47:46	15	with handling it in this moment.	02:48:44
16	DR. ANDERSON: Thank you. Very	02:47:49	16	MS. OMEISH: Thank you.	02:48:46
17	quick. We've talked a lot about	02:47:50	17	Ms. Cohen?	02:48:48
18	expanding opportunity, and I think we	02:47:52	18	MS. COHEN: I -- I just -- I just	02:48:55
19	need to just stick to that -- stick to	02:47:55	19	have to say if we're arguing that	02:48:58
20	that talking point. Let's expand	02:47:57	20	teacher recs have implicit bias, we	02:49:01
21	opportunity, let's not cloud it with	02:47:59	21	have a much bigger problem than TJ.	02:49:04
22	additional teacher recommendations	02:48:01	22	Because we use teacher recommendations	02:49:07
23	which don't speak to student readiness.	02:48:02	23	for Level 4 AP, we use teacher	02:49:09
24	It's just yet another obstacle that has	02:48:05	24	recommendations for scholarships, we	02:49:11

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1	use them for college applications, we	02:49:13	1	wholeheartedly. A couple of other	02:50:15
2	use them for all kind of things, so I'm	02:49:16	2	quick questions I'll just throw in, I	02:50:18
3	deeply concerned if we think we have a	02:49:18	3	put into the next steps I'm curious how	02:50:20
4	big issue with teachers have implicit	02:49:21	4	any new process that we're implementing	02:50:24
5	bias, that speaks to me a need to come	02:49:24	5	now will impact our sophomore transfer	02:50:26
6	back and talk to our teachers about how	02:49:27	6	process, so that will be something I'd	02:50:29
7	to remedy that and how to structure a	02:49:30	7	like to get some information on because	02:50:31
8	recommendation process or letter for TJ	02:49:33	8	that whole set of students to look at	02:50:34
9	that works to remove that and gives	02:49:38	9	as well -- I want to, again, say that	02:50:35
10	exactly what Dr. Bona said about	02:49:40	10	probably implementing this will impact	02:50:42
11	raising a love for STEM. I'm really	02:49:43	11	our base high schools, a couple of our	02:50:45
12	have trouble with this piece of it and	02:49:45	12	more crowded high schools in	02:50:47
13	the response to it.	02:49:47	13	particular. So we also need to be	02:50:48
14	MS. OMEISH: Were you looking for	02:49:49	14	cognizant of the types of advanced	02:50:52
15	a response, Ms. Cohen?	02:49:51	15	science and math those schools are	02:50:54
16	MS. COHEN: I recognize that was	02:49:55	16	going to need to offer, and we should	02:50:56
17	more than 45 second pontification, so	02:49:56	17	be offering probably (inaudible). I	02:50:58
18	if people want to, they're more than	02:49:59	18	just want to know if the application	02:51:02
19	welcomed to.	02:50:05	19	process timeline might be, so I think	02:51:04
20	MS. OMEISH: All right.	02:50:05	20	we need to get that out ASAP. Thank	02:51:07
21	Ms. Tholen?	02:50:10	21	you.	02:51:09
22	MS. THOLEN: Thank you, Ms. Cohen	02:50:10	22	MS. OMEISH: If staff wants to	02:51:11
23	for that pontification. You saved me a	02:50:11	23	address the timeline question --	02:51:11
24	few seconds. I agree with you	02:50:13	24	DR. BRABRAND: Mr. Smith?	02:51:20
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1	MR. SMITH: I was going to ask	02:51:23	1	I'm sorry. Let me just finish that	02:52:25
2	Jeremy to talk about that. We talked	02:51:24	2	statement. How long we're going to	02:52:26
3	about the certain things that have to	02:51:26	3	need to do an evaluation, which in	02:52:28
4	happen at certain intervals, so --	02:51:28	4	previous years was probably about a	02:52:31
5	MR. SHUGHART: So timeline -- in	02:51:35	5	1000 to 1500 students to now what maybe	02:52:34
6	terms of timeline perspective, we have	02:51:36	6	an excess of 3000 to 4000 and maybe	02:52:38
7	to consider how long each of these	02:51:40	7	even beyond that students in an	02:52:40
8	elements are going to last. And that's	02:51:43	8	application cycle. Each of those	02:52:43
9	part of the reason why the timeline has	02:51:46	9	elements have to be considered.	02:52:45
10	been put forward is there. We know	02:51:48	10	MS. OMEISH: Thank you.	02:52:47
11	we're looking to see the class	02:51:51	11	Ms. Corbett Sanders?	02:52:47
12	depending upon how late you want to be	02:51:53	12	MS. CORBETT SANDERS: Yes, thank	02:52:52
13	able to seat the class for next fall	02:51:55	13	you. Real quick. This is -- neither	02:52:53
14	will be dependent upon how late we can	02:51:57	14	one of these approaches is an in	02:52:55
15	start. In addition to whether or not	02:52:00	15	incremental change. Both are a	02:52:57
16	we're adding elements to the current	02:52:03	16	dramatic overhaul in the approach to	02:52:58
17	processes that were processed, how long	02:52:05	17	how we're looking for admissions to TJ.	02:53:00
18	of an application window, when they	02:52:09	18	I just want to make that clear. I do	02:53:02
19	complete each of these things, if	02:52:11	19	think that a measured -- not a	02:53:04
20	teacher recommendations are included,	02:52:12	20	measured, but an approach that focuses	02:53:07
21	how long do we allow teachers to write	02:52:14	21	on school by school in region is a	02:53:10
22	the recommendations? So each of these	02:52:17	22	great movement. I do want to very	02:53:14
23	elements add in time on top of the	02:52:19	23	quickly say on recommendations, why do	02:53:17
24	length of time we're going to need --	02:52:22	24	we limit recommendations to just	02:53:20

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1	teachers? There are some students who	02:53:22	1	begin some of that work well before the	02:54:22
2	may have incredible relationships with	02:53:26	2	students are in eighth grade. I would	02:54:24
3	people who understand their thirst for	02:53:28	3	like to say that the teacher	02:54:26
4	knowledge, thirst for science,	02:53:30	4	recommendations are a data point, an	02:54:28
5	experiences that may not be a teacher	02:53:32	5	opportunity for us to learn more about	02:54:31
6	in their school. For example, it maybe	02:53:34	6	students. It can be very regulated.	02:54:34
7	a mentor in the community who is a	02:53:36	7	It can be a rubric, but can provide	02:54:38
8	doctor or a scientist or engineer. So	02:53:38	8	valuable information. Thank you.	02:54:40
9	I just would say that if we're looking	02:53:41	9	MS. OMEISH: Ms. Diana Kaufax.	02:54:44
10	at recommendations, expand it beyond.	02:53:43	10	MS. DERENAK KAUFAX: Sorry.	02:54:51
11	MS. OMEISH: Ms. Pekarsky?	02:53:48	11	Waiting for my video. All right. I	02:54:54
12	MS. PEKARSKY: Yeah. Thank you.	02:53:51	12	had stated what I said before, that TJ	02:55:01
13	Going back to what Mr.	02:53:52	13	just as my colleague said, he data	02:55:05
14	Frisch said about notification to	02:53:54	14	point about teachers. TJ is but one	02:55:08
15	students at TJ and this option, you	02:53:56	15	data point. There's so many systemic	02:55:10
16	know, for students to see themselves as	02:54:00	16	issues that need to be addressed, and I	02:55:13
17	a future TJ student, that doesn't, you	02:54:04	17	feel there's been a little bit of a	02:55:16
18	know, that doesn't start in the eighth	02:54:07	18	lack of public engagement on this	02:55:17
19	grade or in seventh grade, that starts	02:54:08	19	topic, no public hearing. I feel we're	02:55:19
20	well before that and understanding that	02:54:11	20	a little torn. We're going to be	02:55:22
21	this opportunity is there for them, and	02:54:14	21	needing to make a decision based upon	02:55:24
22	that this is a passion they can	02:54:16	22	time as of next week, so I maybe	02:55:30
23	cultivate, and that is an option for	02:54:18	23	talking to my colleagues about making	02:55:32
24	them. So hopefully, you know, we'll	02:54:19	24	this opportunity a pilot this year, and	02:55:35
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1	then deciding to look at it again,	02:55:38	1	in the problem solving essay and IEPs	02:56:29
2	because we know there will be also	02:55:40	2	weren't developed with the notion of	02:56:31
3	recommendations coming from the state.	02:55:42	3	students with disabilities need on the	02:56:33
4	So I have to think about that if I'm	02:55:44	4	essay, so I'm not sure that's fully	02:56:34
5	going do that. But I will engage in	02:55:46	5	appropriate or sufficient. So you	02:56:36
6	conversations because I think it's	02:55:47	6	know, I think these are major changes	02:56:38
7	important that we get this right.	02:55:49	7	we're taking in. I think we need to do	02:56:40
8	MS. OMEISH: Ms. Sizemore Heizer?	02:55:55	8	it intentionally, which I think	02:56:42
9	MS. SIZEMORE HEIZER: Thank you.	02:55:59	9	holistic review gets us to. I am very	02:56:43
10	So I agree with what my	02:56:01	10	concerned when I have seen the other	02:56:46
11	colleague, Ms. Derenak Kaufax just	02:56:02	11	schools with lotteries and the	02:56:47
12	said, and Ms. Corbett Sanders. These	02:56:04	12	retention issues. You know, I'm very	02:56:48
13	are major changes we're making. And I	02:56:06	13	focused on students success at TJ, not	02:56:50
14	want to flag that we're removing the	02:56:08	14	just admissions to TJ. That's the	02:56:52
15	test, we have removed the test, rebuilt	02:56:10	15	overall goal. And I think we need to	02:56:54
16	pathways, whether it's minimum or	02:56:12	16	(inaudible) rhetoric that create a lot	02:56:58
17	maximum, those are huge changes plus	02:56:13	17	of divide in TJ. And I think moving	02:57:01
18	the student experience factors. These	02:56:16	18	forward in the system, we need to be	02:57:03
19	are major changes. I think we need to	02:56:18	19	intentional about healing that. Thank	02:57:04
20	see what these changes are doing before	02:56:20	20	you.	02:57:05
21	stating these aren't sort of big	02:56:22	21	MS. OMEISH: Thank you. All	02:57:05
22	changes. The lack of a test can actual	02:56:23	22	right Ms. Meren?	02:57:07
23	be negative for students with	02:56:25	23	MS. MEREN: Thank you. Yeah. I	02:57:11
24	disabilities, as I pointed out issues	02:56:27	24	agree wholeheartedly as Dr. Anderson	02:57:12

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1	put it about, you know, if we're going	02:57:14	1	community that it's going to be more	02:58:13
2	to try, let's try it. The work is now.	02:57:17	2	than what's listed on the page when we	02:58:15
3	Rashad and Ms. Sizemore Heizer said it,	02:57:20	3	think about this. We're going to	02:58:17
4	these are big changes, I agree. I	02:57:23	4	incorporate the best practices of the	02:58:18
5	think earlier I misspoke when I was	02:57:25	5	discipline of finding people and	02:58:20
6	saying this is like other schools where	02:57:28	6	seeking people out for admissions,	02:58:22
7	their selection of division, what I was	02:57:30	7	beyond just a letter, beyond just an	02:58:24
8	trying to get at was, other schools use	02:57:32	8	e-mail, beyond just basic outreach.	02:58:28
9	lotteries. And I know it's different	02:57:34	9	How are we going to amp it up more than	02:58:31
10	with TJ, but I do think the sentiment	02:57:35	10	what's written on the page?	02:58:33
11	I've heard some of the colleagues say	02:57:38	11	MR. SMITH: So I think it's	02:58:38
12	is let's try something, and we have a	02:57:40	12	engaging with -- as -- as I said	02:58:39
13	lot of really hard thinking that's gone	02:57:42	13	earlier, our stakeholders to find out	02:58:42
14	into this. And we certainly can adjust	02:57:44	14	which ways they would best like to be	02:58:43
15	things, but it is time to do it, and I	02:57:46	15	communicated with. Of course, working	02:58:46
16	think the board can make a difference.	02:57:48	16	with our communications team and	02:58:48
17	MS. OMEISH: Thank you.	02:57:54	17	working with our equity team to try to	02:58:50
18	Mr. Frisch.	02:57:54	18	figure out the best way to provide new	02:58:53
19	MR. FRISCH: Thanks. So I would	02:57:59	19	information for students and families	02:58:56
20	like to get back to the questioning	02:58:01	20	that just isn't the same old letter	02:58:57
21	about -- and I've already lost 15	02:58:05	21	from Fairfax. So -- and that's what I	02:59:00
22	seconds -- about the process we were	02:58:06	22	have right now. I don't have all the	02:59:04
23	guying to be reaching out to folks	02:58:09	23	answers to that to that question, but I	02:59:05
24	with, what assurances can we give the	02:58:10	24	can tell you based on the questions	02:59:07
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1	that are being asked, it will not be	02:59:09	1	testing in base schools?	03:00:06
2	just the same old, same old.	02:59:12	2	MR. SMITH: Timing wise, yes, for	03:00:13
3	MR. FRISCH: I mean, it's --	02:59:14	3	this year. And I think that there are	03:00:15
4	given this is potentially the first	02:59:15	4	certainly options we can look at in the	03:00:18
5	year it happens, it might be worth	02:59:17	5	future as we think about just overall	03:00:22
6	doing some testing as we roll this out,	02:59:19	6	kinds of approaches to using an	03:00:25
7	to see what types of outreach, and what	02:59:22	7	instrument that isn't solely focused on	03:00:28
8	shape of outreach within those types,	02:59:25	8	TJ, but might be focused on giving us	03:00:31
9	perform best in terms of the responses.	02:59:28	9	information about students and	03:00:34
10	Right, question mark?	02:59:35	10	student's potential in a variety of	03:00:36
11	MR. SMITH: I was just looking at	02:59:38	11	different areas.	03:00:39
12	the time. But no, certainly. We	02:59:39	12	MS. OMEISH: Okay. Yeah. Seeing	03:00:40
13	can -- I think it's really thinking	02:59:41	13	that this universal screening piece for	03:00:41
14	about what goes through the mind of an	02:59:43	14	the future is not reflected as well as	03:00:43
15	eighth grader and an eighth grader's	02:59:45	15	the threshold by school, rather than by	03:00:46
16	parents to help engage that better in	02:59:47	16	region, localizing outreach haven't	03:00:48
17	the process. So we can certainly do	02:59:49	17	been reflected, I just want to remind	03:00:51
18	some of that work.	02:59:51	18	any colleagues that I do have two	03:00:52
19	MS. OMEISH: Great. I am last so	02:59:54	19	motions ready for the 17th. I have	03:00:54
20	here I begin.	02:59:56	20	shared these with you guys. I'm	03:00:56
21	Does anything preclude us	02:59:58	21	looking forward to hearing your	03:00:57
22	from doing the outreach like we do with	02:59:59	22	thinking around it, and answering my	03:00:59
23	AP, to screen gifted students? Meaning	03:00:02	23	questions about whether we can support.	03:01:01
24	that universal screening with local	03:00:04	24	I know I heard quite a number of folks	03:01:03

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1	today who expressed support or thoughts	03:01:05	1	most recently, so you should enter you	03:01:51
2	in that direction, and I hope I can	03:01:08	2	own next steps. And in the column with	03:01:54
3	have your support on the 17th.	03:01:09	3	your name, you should register your	03:01:57
4	With that, that does	03:01:11	4	approval or your support or opposition	03:01:59
5	conclude this portion of our meeting,	03:01:14	5	to the next step. So that we're	03:02:01
6	if everyone can look at the next steps,	03:01:16	6	registering our opinions that way	03:02:03
7	we're going to be doing this in the way	03:01:18	7	rather than doing it one by one by one.	03:02:05
8	we have done before where if there are	03:01:20	8	DR. BRABRAND: And what I would	03:02:09
9	no objections by staff or colleagues,	03:01:23	9	say I would just like to thank the	03:02:10
10	we will move forward with the next	03:01:28	10	board and the TJ team that spent time	03:02:12
11	step.	03:01:30	11	putting all this information together	03:02:15
12	So if folks can take a look	03:01:30	12	today for the discussion. I really do	03:02:17
13	at the document and anyone who has any	03:01:31	13	appreciate all their hard work and --	03:02:20
14	objections to anything -- Dr. Brabrand,	03:01:36	14	and then we'll listen now and reflect	03:02:25
15	please go ahead.	03:01:38	15	on the next steps you have presented.	03:02:29
16	DR. BRABRAND: No. I'm just	03:01:39	16	Thank you.	03:02:31
17	looking -- is it going to be posted or	03:01:40	17	MR. SMITH: And Dr. Brabrand, I	03:02:32
18	should I just go into the Google	03:01:41	18	failed to mention folks in my office,	03:02:33
19	document myself like board members do?	03:01:43	19	my direct office, Julie Fowler and	03:02:35
20	MALE SPEAKER: Just go into the	03:01:45	20	Tracy Skian(ph), who have been	03:02:38
21	Google Doc.	03:01:46	21	instrumental in this process as well,	03:02:39
22	DR. BRABRAND: Okay. Thank you.	03:01:47	22	along with all those others that I	03:02:41
23	MR. FRISCH: Just to remind	03:01:48	23	shared at the beginning of my comments.	03:02:42
24	people that it's set up the way we used	03:01:49	24	MS. OMEISH: Yeah. Thank you.	03:02:47
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1	Ms. McLaughlin, I see your hand before	03:02:48	1	right, Mr. Frisch. That's the clarity	03:03:36
2	we wrap up. Go ahead.	03:02:50	2	I wanted. I read that we'd have up to	03:03:37
3	MS. MCLAUGHLIN: Yes, I thought	03:02:53	3	24 hours.	03:03:39
4	that I had read that we would have time	03:02:54	4	MR. FRISCH: Yes.	03:03:40
5	after this work session to one, make	03:02:57	5	MS. MCLAUGHLIN: I'm getting the	03:03:41
6	sure we've got our next steps captured,	03:03:01	6	impression we were doing it right now.	03:03:42
7	and two that we would rate that we're	03:03:03	7	MR. FRISCH: You can do it right	03:03:44
8	greenlighting these next steps. I	03:03:07	8	now. That way you don't have to worry	03:03:45
9	didn't know we were sitting here doing	03:03:10	9	about it.	03:03:47
10	it now in what, the next five minutes?	03:03:12	10	MS. OMEISH: (Inaudible). Go	03:03:47
11	So --	03:03:16	11	ahead.	03:03:50
12	MR. FRISCH: In the two e-mails	03:03:16	12	MS. MCLAUGHLIN: I guess what I'm	03:03:51
13	that went out about the meeting, it did	03:03:17	13	trying to figure out is if people are	03:03:51
14	talk about how we would do next steps,	03:03:19	14	filling it out right now and someone	03:03:53
15	as we've previously done in the	03:03:21	15	adds a next step, how will they know to	03:03:57
16	meeting, which would be we'd enter our	03:03:22	16	go back and --	03:03:59
17	next steps throughout the meeting or	03:03:24	17	MR. FRISCH: You can go back. I	03:04:01
18	within the 24 hours following the	03:03:26	18	would encourage people to check back.	03:04:03
19	meeting.	03:03:28	19	MS. MCLAUGHLIN: Okay.	03:04:07
20	MS. MCLAUGHLIN: Correct.	03:03:29	20	Thank you. That's just what	03:04:07
21	MR. FRISCH: In the column next	03:03:29	21	I wanted to check. Should we remind	03:04:09
22	to the next steps, we have an	03:03:30	22	everybody, even if they fill it out	03:04:11
23	opportunity to weigh in to --	03:03:32	23	now, they should check back in case	03:04:12
24	MS. MCLAUGHLIN: That's exactly	03:03:34	24	their colleagues have added anything?	03:04:14

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1	MR. FRISCH: Right.	03:04:16	1	could just send a text message or	03:05:00
2	MS. MCLAUGHLIN: Within that 24	03:04:16	2	e-mail, so we know there's a next step,	03:05:04
3	hour window.	03:04:17	3	so we're not just constantly checking.	03:05:07
4	MR. FRISCH: Yes.	03:04:19	4	Just a suggestion.	03:05:10
5	MS. MCLAUGHLIN: Wonderful.	03:04:20	5	MS. OMEISH: Okay.	03:05:12
6	Thank you.	03:04:22	6	I think are no more hands,	03:05:13
7	MS. OMEISH: Ms. Sizemore Heizer?	03:04:25	7	so with that, folks at 5:05, we'll be	03:05:15
8	MS. SIZEMORE HEIZER: Very	03:04:26	8	adjourning this meeting. Thank you for	03:05:18
9	briefly. I would encourage our	03:04:26	9	your participation. Have a good	03:05:21
10	colleagues since we're all so busy,	03:04:27	10	afternoon -- evening.	03:05:24
11	that if you do (inaudible).	03:04:29	11	DR. BRABRAND: Thank you.	03:05:26
12	MR. FRISCH: Uh, oh. The robots	03:04:33	12	MS. OMEISH: Thank you, Dr.	03:05:27
13	have got her.	03:04:35	13	Brabrand.	03:05:28
14	MS. OMEISH: Ms. Sizemore Heizer?	03:04:37	14	DR. BRABRAND: Thank you, very	03:05:28
15	MS. SIZEMORE HEIZER: Can you	03:04:39	15	much.	03:05:30
16	hear me?	03:04:39	16	MALE SPEAKER: Thank you. Thank	03:05:30
17	MR. FRISCH: Yes.	03:04:40	17	you, everyone.	03:05:32
18	MS. OMEISH: We totally missed	03:04:40	18	FEEMALE SPEAKER: Thank you,	03:05:33
19	what you said though. You might want	03:04:42	19	everyone.	03:05:34
20	to do it again. Go ahead.	03:04:48	20	- - -	
21	MS. SIZEMORE HEIZER: All I was	03:04:50	21	(Whereupon, file ended.)	
22	saying briefly, if folks do add a next	03:04:51	22	- - -	
23	step after tonight, it would be	03:04:54	23		
24	helpful, at least to me, if someone	03:04:57	24		
Page 196					
1	CERTIFICATE				
2	I HEREBY CERTIFY that this transcript is a	03:05:35			
3	true record of the content on the file provided to	03:05:37			
4	me to the best of my ability.	03:05:43			
5					
6					
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11					
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14					
15	Maureen Cunningham Brzycki,	03:05:45			
16	Dated: July 2,	03:05:48			
17					
18					
19	(The foregoing certification of this transcript does				
20	not apply to any reproduction of the same by any				
21	means, unless under the direct control and/or				
22	supervision of the certifying reporter.)				
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